

JOHNSON C. SMITH UNIVERSITY BULLETIN

---

APRIL 1928

---

Annual Catalogue  
OF  
Johnson C. Smith  
University

(Formerly Biddle)

CHARLOTTE :: NORTH CAROLINA

For 1927 - 1928



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SIXTIETH ANNUAL CATALOGUE



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9. SCIENCE HALL  
 10. PRESIDENT'S HOME  
 11. 12. 13. 14. 15. 16. TEACHERS' HOMES

Photo by Mrs. J. W. Miller  
 Chap. C. C.











JOHNSON C. SMITH  
UNIVERSITY

FORMERLY BIDDLE



*More than Half a Century of Service*



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JOHNSON C. SMITH  
UNIVERSITY  
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For 1927 - 1928

WITH ANNOUNCEMENTS

FOR  
1928 — 1929



An A rated institution. So recognized  
by the North Carolina State Department  
of Education. ¶ Under the care of  
the Board of Missions for Freedmen  
of the Presbyterian Church in the United  
States of America :: Pittsburgh, Penn.

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CHARLOTTE :: NORTH CAROLINA

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## UNIVERSITY CALENDAR

1928

January 23-27—First Semester Examinations.

January 30th, Monday—Registration period for Second Semester.

SECOND SEMESTER FEES ARE DUE

January 31, Tuesday—Instruction begins in the Second Semester.

February 9—Last day for Second Semester Registration.

March 3rd, Saturday—Examinations for Removal of Conditions.

March 10th, Saturday—Examinations for Removal of Conditions.

April 9th—Easter Monday (Holiday).

May 15th—Last day for Juniors and Sophomores to file major courses in office of Registrar.

May 28th-June 1 (inc.)—Second Semester Examinations.

June 1st, Friday—High School Commencement Exercises.

June 3-6—Commencement; School of Arts and Sciences; School of Religion.

June 4th, Monday—Annual meeting of Board of Trustees.

September 17, Monday—Entrance Examinations for the Winter Semester.

September 18, Tuesday—Registration period for all new Students in the University.

WINTER SEMESTER FEES ARE DUE

September 19, Wednesday—Registration period for all former Students in the University begins on this date at 9 A.M.. and extends to 4:00 P.M.. Thursday Sept. 20th.

WINTER SEMESTER FEES ARE DUE

September 21, Friday—Instruction begins in the First Semester.

October 2, Tuesday—Last day for First Semester Registration.

October 20th and 27, Saturday—Examinations for Removal of Conditions.

November 29th—Thanksgiving Day (Holiday).

December 21st-December 30th—Christmas Recess.

1929

January 21-28th (inc.)—Second Semester Examinations.

January 29th, Tuesday—Second Semester Registration.

SECOND SEMESTER FEES ARE DUE

January 30, Wednesday—Instruction begins in Second Semester.

February 8, Friday—Last day for Second Semester Registration.

March 2nd and March 9th (Saturday)—Examinations for Removal of Conditions.

Easter Monday—Holiday.

May 15th, Wednesday—Last day for Juniors and Sophomores to file Major courses in Office of Registrar.

May 27-May 31 (inc.)—Second Semester Examinations.

May 31, Friday—High School Commencement Exercises.

June 2-5 (inc.)—Commencement; School of Arts and Sciences; School of Religion.

June 3, Monday—Annual Meeting of Board of Trustees.

Complete registration includes physical examination, payment of all fees, and satisfying all entrance requirements. All registration processes must be completed in each semester by 4:00 P.M. of the day designated as the last day to enter.

**BOARD OF TRUSTEES****OFFICERS**

REV. R. P. WYCHE, D.D.	President
REV. JOHN M. GASTON, D.D., LL.D.	Treasurer
MR. JOHN E. SMITH	Secretary

---

**MEMBERS****CLASS WHOSE TERM EXPIRES 1928:**

PROF. JOHN S. MARQUIS	Chester, S. C.
REV. JOHN M. GASTON, D.D., LL.D.	Pittsburgh, Pa.
W. A. BOOTHE, ESQ.	Pittsburgh, Pa.
REV. CLARENCE E. McCARTNEY, D.D.	Pittsburgh, Pa.
MR. ALEXANDER MURDOCK	Pittsburgh, Pa.

**CLASS WHOSE TERM EXPIRES 1929:**

MR. GEORGE D. DAYTON	Minneapolis, Minn.
REV. R. P. WYCHE, D.D.	Charlotte, N. C.
REV. G. C. SHAW, D.D.	Oxford, N. C.
MR. L. P. BERRY	Rickson, Tenn.
MR. JOHN E. SMITH	Washington, D. C.

**CLASS WHOSE TERM EXPIRES 1930:**

REV. S. J. FISHER, D.D.	Pittsburgh, Pa.
REV. C. M. YOUNG, D.D.	Irmo, S. C.
REV. G. S. LEEPER, D.D.	Kings Mountain, N. C.
HON. R. W. WILLIAMSON	New Bern, N. C.
MR. R. E. HANNA	Pittsburgh, Pa.

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**ORGANIZATION**

The University is organized as follows:

1. The High School Department.  
Rated by North Carolina State Department as 1-A High School.  
Beginning with September 1928 only the Fourth year High School will be maintained.
2. The College—School of Liberal Arts and Sciences.  
Rated by North Carolina State Department of Education as an "A" Class College. Member of the Association of Colleges for Negro Youth.
3. School of Religion.

## OFFICERS OF INSTRUCTION

REV. H. L. McCROREY, D.D., LL.D. .... *President and Treasurer*  
A.B., S.T.B., D.D. Biddle University (Johnson C. Smith) LL.D. Lincoln  
University; Graduate Work Chicago University

REV. YORKE JONES, D.D.  
*Dean, School of Theology; Professor of Homiletics and Church History*  
A.B., 1892; S.T.B. 1885; D.D. 1897, Lincoln University

J. HENRY ALSTON, A.M.  
*Dean, College of Liberal Arts; Professor of Psychology*  
A.B. 1917, Lincoln University; A.M. 1920, Clark University, (Mass.)  
Graduate Work 1920, Clark University; 1925 Chicago University

REV. F. J. ANDERSON, D.D. .... *Professor of Philosophy*  
A.B. 1897; S.T.B. 1900; D.D. Biddle University (Johnson C. Smith)  
Graduate Work 1905 Harvard University; 1927 Columbia University

REV. P. W. RUSSELL, D.D. .... *Professor of Greek and Hebrew*  
A.B. 1890; S.T.B. 1893; Biddle University (Johnson C. Smith); D.D. 1905,  
Lincoln University

REV. W. E. PARTEE, D.D. .... *Professor of Theology*  
A.B. 1881; S.T.B. 1884; D.D. Biddle University (Johnson C. Smith)

REV. C. H. SHUTE, D.D. .... *Professor of English Bible*  
A.B. 1894; S.T.B. 1897; D.D. Biddle University (Johnson C. Smith)  
Graduate Work, Columbia University

J. D. MARTIN, Ph.D. .... *Professor of Latin*  
A.E. 1888; A.M. 1895; Ph.D. 1911, Biddle University (Johnson C. Smith);  
Graduate Work, Columbia University

ROBERT L. DOUGLAS, A.M. .... *Professor of Mathematics*  
A.B. 1892; A.M. 1902, Biddle University (Johnson C. Smith); Graduate  
Work, Columbia University

THOS. A. LONG, A.M.; Ph.D. .... *Professor of Social Sciences*  
A.B. 1889; S.T.B. 1892; Ph.D. 1910, Lincoln University; A.M. 1927,  
Columbia University

S. D. WILLIAMS, A.B. .... *Associate Professor Science*  
A.B. 1914; Atlanta University, Graduate Work Chicago University

TAYLOR S. JACKSON, A.B. .... *Professor of Education*  
A.B. 1923, Indiana University; Graduate Work, Chicago University

WILLIAM J. KNOX, Jr., B.S. .... *Professor of Chemistry*  
B.S. 1925; Harvard University, Graduate Work, Harvard University,  
Chicago University

G. G. M. JAMES, M.A., B.Th. .... *Professor of Classics*  
B.A. 1912; B.Th. 1914; M.A. 1918, Durham University (England)

CECIL A. BLUE, A.M. .... *Professor of English*  
A.B. 1925; A.M. 1926; Harvard University

W. H. A. BOOKER, A.M. .... *Professor of French*  
A.B. 1921, Colgate University; A.M. 1926, Columbia University



GEORGE W. BROWN, A.M., LL.B. \_\_\_\_\_ *Professor of English*  
A.B. 1921, Howard University; A.M. 1922, Western Reserve University;  
LL.B. 1927, Hamilton College of Law; Graduate Work, McGill University

W. S. PEYTON, B.S. \_\_\_\_\_ *Professor of Biology*  
B.S. 1906, Lake Forest University; Graduate Work, Chicago University

E. L. RANN, A.M. \_\_\_\_\_ *Associate Professor of English*  
A.B. 1905; A.M. 1907, Lincoln University; Graduate Work, Western  
Reserve University

C. RANDOLPH TAYLOR, B.S. \_\_\_\_\_ *Professor of Physics*  
B.S. 1927, Tufts College

G. F. WOODSON, JR., A.M. \_\_\_\_\_ *Professor of Mathematics*  
A.B. Wilberforce University; A.M. 1927, Ohio State University

W. E. HILL \_\_\_\_\_ *Instructor in Printing*

REV. C. P. PITCHFORD \_\_\_\_\_ *Manager University Press*



## OFFICERS OF ADMINISTRATION

Rev. H. L. McCrorey, D.D., LL.D.	<i>President and Treasurer</i>
Rev. Yorke Jones, D.D.	<i>Dean, School of Theology</i>
J. Henry Alston, A.M.	<i>Dean, School of Liberal Arts</i>
S. Herbert Adams, M.A.	<i>Registrar and Secretary of Faculty</i>
S. D. Williams, A.B.	<i>Principal of High School</i>
J. C. Bryant, A.B.	<i>Librarian</i>
Miles W. Wise, B.C.S.	<i>Book-keeper</i>
E. A. Chisholm	<i>Superintendent of Grounds</i>
Rev. A. P. Corley	<i>Superintendent of Buildings</i>

## STANDING COMMITTEES

The President is ex officio a member of every committee.

### BOARD OF EXAMINERS:

Registrar Adams, Chairman; Dean Alston, Professors F. J. Anderson, C. A. Blue and W. J. Knox, Jr.

### CURRICULUM:

Dean Alston, Chairman; Registrar Adams, Professors T. S. Jackson, F. J. Anderson, T. A. Long and W. J. Knox, Jr.

### CATALOGUE:

Registrar Adams, Principal Williams, Dr. W. E. Partee.

### SCHEDULE:

Registrar Adams, Principal Williams, Dean Alston, Dr. W. E. Partee.

### SCHOLARSHIP:

Registrar Adams, Dean Alston, Professor Anderson.

### LECTURES:

Professors J. C. Bryant, W. S. Peyton.

### BOARD OF ATHLETIC CONTROL:

Professor T. S. Jackson, President; Mr. W. H. Pearson, Professor S. D. Williams, Professor C. R. Taylor, Professor George W. Brown, Dr. H. L. McCrory, Treasurer.

### ADVISOR TO THE Y M. C. A.:

Professor T. S. Jackson.

## Officers of the Alumni Association of Johnson C. Smith University

REV. W. R. MAYBERRY, President	Charlotte, N. C.
REV. D. S. COLLIER, First Vice President	Gaffney, S. C.
MR. Z. S. HARGRAVE, Second Vice President	Charlotte, N. C.
MR. JACOB THOMPSON, Jr., Asst. Recording Sec'y	Charlotte, N. C.
DR. L. B. WEST, Corresponding Secretary	Charlotte, N. C.
DR. CHAS. H. SHUTE, Recording Secretary	Charlotte, N. C.
DR. J. D. MARTIN, Treasurer	Charlotte, N. C.

## ALUMNI MEMBERS ON BOARD OF ATHLETIC CONTROL

DR. H. L. McCROREY  
MR. W. H. PEARSON

## HISTORICAL SKETCH OF THE UNIVERSITY

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THE JOHNSON C. SMITH UNIVERSITY, formerly Biddle University, was founded in 1867, and is located in Charlotte, North Carolina. The Institution was named in memory of the late Major Henry Biddle, of Philadelphia, whose widow, Mrs. M. D. Biddle, was one of its most liberal supporters. The first eight acres of land were given by Mr. William M. Myers, of Charlotte, N. C. It was chartered by the legislature of the State, and is under the Presbyterian Church in the United States of America.

During the session of 1921-'22, Mrs. Johnson C. Smith of Pittsburgh, Pa., gave funds for the erection of a Theological Dormitory, a Science Hall, a Teacher's Cottage, and a Memorial Gate at Biddle University, and in addition made provision for a handsome endowment for the institution in memory of her husband, the late Johnson C. Smith.

In recognition of these generous benefactions, the Board of Missions for Freedmen and the Board of Trustees voted to change the name of the institution to Johnson C. Smith University. The charter of the school, accordingly, was so amended, March 1, 1923, by the Legislature of the State of North Carolina, as to make it conform to said change.

During the year 1925, Mr. James B. Duke, a multimillionaire of Charlotte, N. C., gave to Johnson C. Smith University as endowment, 4 per cent of a trust fund of \$34,000,000 created by him for educational institutions, hospitals and charitable institutions.

This gift of Mr. Duke to Johnson C. Smith University, with the magnificent gifts of Mrs. Smith, afford the institution unusual opportunity for larger and better service.

## GENERAL INFORMATION

### LOCATION

JOHNSON C. SMITH UNIVERSITY is in the City of Charlotte, North Carolina. The campus of seventy-five acres, with a valuation of \$270,000, comprises the highest elevation in the city. From the University Hill there is a clear and distinct view of the many buildings in the city.

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### HOW TO ENTER

Before coming to Charlotte, a prospective student desiring to enter the University, should invariably write to the Registrar, stating clearly what studies he has completed and what courses of study he desires to take. Failure to comply with this generally involves a great deal of difficulty. The Registrar will then send him a blank form for a certificate of his record by the authorities of the school he last attended.

On reaching the city, the student on inquiring at the Southern Station, will be properly directed. From the Southern Station the campus is conveniently reached by any car going west on the Southern Public Utilities Company's Line.

On arriving at the University students will report at the Registrar's office in the Main Building on the University campus.

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### BUILDINGS AND GROUNDS

The University Buildings are all located on the main campus. They are steam heated and are lighted by electricity, and are completely furnished. They are in charge of a Superintendent of Buildings and pains are taken to keep them always in a sanitary condition.

---

### THE MAIN BUILDING

The Main Building, known as Biddle Memorial Hall, can be seen from almost any section of the city. It is four stories in height, with a tower in which is the chime clock. From this tower a fine view of the city and district can be had. It contains recitation and lecture rooms, together with the offices of the President and Treasurer, the Dean of the Theological School, the Dean of the College, the

Registrar, and the Principal of the High School, respectively.

---

### JOHNSON C. SMITH MEMORIAL THEOLOGICAL DORMITORY

This dormitory stands on the Eastern side of the campus and is three stories high. It supplies rooms for about eighty students. It was named for Mr. Johnson C. Smith of Pittsburgh, Pa., the late husband of the benefactress of the University.

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### BERRY HALL

Berry Hall, a dormitory for college men, stands at the Northern end of the campus. It is three stories in height above a basement story. It has a reception parlor and houses about one hundred students. This dormitory was given in memory of Mrs. Smith's parents.

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### CARTER HALL

Carter Hall, a dormitory for High School students, is situated at the Northeastern end of the University Quadrangle. It is, perhaps, one of the most substantial buildings on the campus, and houses about one hundred and fifty students.

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### SCIENCE HALL

The Science Hall is situated at the Southern end of the University; it is two stories high with a basement story. It is fully equipped, and contains lecture rooms as well as rooms for experimental work in Chemistry, Biology, Physics and Agriculture.

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### CARNEGIE LIBRARY

The Library is a one story building with a basement story, well lighted and thoroughly furnished.

There are about thirteen thousand volumes now on the shelves of the Library, and the number is being rapidly increased by purchase and by the gifts of generous friends. In the spacious reading room is a large number of newspapers, secular and religious, and many of the best magazines of the country.

Excellent care was exercised in the selection, arrangement and classification of the books of the Library which

is operated according to the latest method of library management.

In addition to the book and reading rooms, the Library affords space for store rooms and a book room. The facilities for heating this building, in fact, the entire equipment is strictly modern.

The Library is open from 8 A. M. to 10 P. M. daily except Sunday.

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### Y. M. C. A. HALL

The College Branch of the Y. M. C. A. occupies a large room in the basement story of the Biddle Memorial Hall. The hall is well equipped and a small cafeteria is maintained under the management of the Y. M. C. A. Cabinet.

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### UNIVERSITY DINING HALL

This is a new building situated at the Northern end of the University. It has a seating capacity of about four hundred. It is equipped on the sides with large casement windows. Extending from one end of the Dining Hall is a service wing containing a pantry, and kitchen of modern arrangement and equipment. The building is constructed throughout of brick and concrete. The exterior is of red brick of rough texture, and the floor is of concrete. It is steam heated and electrically lighted throughout.

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### THE NEW GYMNASIUM AND PROPOSED ATHLETIC STADIUM

The Gymnasium is in the course of construction and will be ready for use in the fall of 1928. This gymnasium is the gift of Mrs. Johnson C. Smith who has been very liberal to the University. It is situated at the northern end of the University quadrangle.

The gymnasium is a two story brick building with a 100 foot frontage. The first floor contains the office of the Physical Director, Physical Examination rooms, the gymnasium proper and a dormitory room for the housing of visiting athletic teams. The second floor or gallery floor contains the running track, — twenty-two laps to the mile,—Trophy room, and seating space for spectators at basket-ball games. The basement floor contains the locker rooms, the showers, wrestling and boxing rooms, and an athletic storeroom.

The size of the gymnasium is 101 x 52. It has a court for indoor tennis, baseball, volley-ball, hand-ball, and



basket-ball. It will be furnished with suitable equipment for work in Physical training.

The proposed athletic stadium will have a baseball diamond, football field and tennis courts. It will be enclosed with concrete stands with a seating capacity of ten thousand. A running track—a quarter mile track with a two hundred and twenty yard straight-a-way,—will encircle the field.

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## STUDENT SOCIETIES

The University maintains several literary societies and other Clubs, which, through exercises, debates, contests and dramas provide a training of very great importance to the student. These societies have school courts connected with them, are governed by laws enacted by their members, and are presided over by officers elected by their members.

The Matton Literary Society is composed of undergraduate members, its purpose being to foster debate and to develop ready speakers.

The Philosophic Club is composed of members in the Department of Philosophy. Its object is to stimulate an interest in the field of Philosophy and to provide research in that field as far as possible.

The Smith Players are composed of members of the College of Arts and Sciences. This organization which is under the supervision of the Department of Dramatics is doing a splendid work, and presents periodically a series of plays staged entirely by the students.

The Alexander Dumas Reading Club is composed of members of the Senior and Junior College classes respectively.

The Bachelor's Club is composed of members of the Sophomore and Freshmen Classes respectively. Its purpose is to foster Public Speaking.

The Platonic Research Club is composed of members of the Junior and Sophomore classes respectively. Its object is to create an interest in the study of Plato's work.

The Ciceronian Society is composed of members of the High School Department. Its purpose is to foster debate.

## FRATERNITIES

The following Fraternities have Chapters at the University: The Alpha Phi Alpha, Omega Psi Phi and the Kappa Alpha Psi.

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## STUDENT SELF-HELP

Although the University offers a number of places in the aggregate for students to earn, in some measure, their way in College, most of these positions are engaged beforehand by those who have already attended the University. Candidates for the ministry and young men of promise will receive such aid as their necessities and the resources at command will allow.

Friends in Scotland have established a fund of six thousand dollars, the interest of which is to be used to aid young men in preparing for mission work in Africa. Should any beneficiary of these funds marry before completing his course of study, thereupon his aid will be forfeited; nor will any one be aided who uses tobacco in any form.

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## RELIGION AND MORALS

The University is strictly Christian in its work and in its spirit. While it is under the Presbyterian Board, there is no restriction placed on the admission of students of other faiths. In fact, its students are drawn from almost all faiths. Daily devotional exercises, Saturday prayer meeting and Sunday vespers, are conducted in the chapel. Students are permitted to attend the churches of their choice in the city and some of the students are actively engaged in the work of the religious associations of the University.

The College Branch of the Young Men's Christian Association is in successful operation with a large membership. It is earnestly desired that all students identify themselves with this noble work.

There are two broad requirements made of students—these are good scholarship and courteous conduct. Beyond these, there are a few specific regulations found in the Student Manual. The Manual is furnished each accepted applicant.

Students are largely put on their own honor respecting the maintenance of the proper standards of scholarship and the observance of those courtesies due fellow students and instructors. Students who are not disposed to comply with these demands will be invited to withdraw from the school or will be suspended whenever the general welfare of the school demands it. The Faculty reserves the right to enact any measure or regulation that circumstances may require, at any time.

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### FACULTY PUBLICATIONS

The Catalogue, The Bulletin and the Student Manual.

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### STUDENT PUBLICATIONS

The University Student. The Bull.

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### HEALTH AND PHYSICAL EDUCATION

The health of students in the University is given special consideration. All students are required to undergo a thorough physical examination by the College Physician immediately upon entrance. Any student may be required to undergo additional physical examination according to the judgment of the College Physician, and any student may secure other physical examinations on conference with the College Physician. The physician will give such advise regarding exercise, athletic games, personal habits, etc., based on his examination, as he deems proper.

A medical fee is collected from all students, and entitles each student to free treatment for ordinary cases of sickness or accident. The student must purchase all medicines, and in case of injury or accident, all bandages or appliances other than those of an inexpensive nature. Consultation with, or treatment by, other physicians than the college Physician and extra nursing is at the expense of the student. In case of sudden need, with no time to notify parents, the College will call in expert assistance if it is considered in the interest of the student. Unless the parents agree to be responsible for the expense entailed they must notify the authorities when their son enters that this must not be done.



The student is advised to consult the College Physician freely on all matters pertaining to his health, reports of sickness as excuse for inattention to duty will not be accepted unless certified to in the report of the College Physician.

In order to fulfill the requirements for the B.S. and B.A. degrees all Freshmen and Sophomores will be required to attend the courses in Physical Education. Those who are designated by the University Physician as possessing organic and orthopedic defects will be assigned to special classes by the instructor in charge.

All students in the department will be required to deposit in the College Treasurer's Office the sum of one dollar and fifty cents for the use of the gymnasium locker and key, etc. At the close of each year and with the return of the locker key fifty cents of this sum will be refunded to the student.

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## ATHLETICS

Athletic sports are permitted and encouraged within certain prescribed limits, chiefly for the following reasons: First, they provide wholesome recreation; second, they give healthful exercise in the open air. Growing youth naturally seek recreation of some kind. This recreation should be something radically different from their sedentary habits of study, and should contribute directly to their well-being. The Faculty maintains supervision over the athletics in order that it may be assured that the various sports are conducted on a high and clean basis, and that they are not indulged in to the extent that studies or duties are neglected.

The Athletic Board of Control, under the direction of which games of baseball, football, basketball, and tennis are played, is a member of the North Carolina Inter-Collegiate Athletic Association, an organization that has done much to establish and maintain a high standard in athletics.

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## SCHOLARSHIPS AND PRIZES

A special scholarship is provided for that member of the Fourth Year Class who makes the highest general average. This scholarship is to be given to the student not already provided with a scholarship.

The P. W. Russell prize of five dollars in gold is offered to that member of the Junior Theological Class making the highest percentage in the study of the Hebrew language, provided this is above ninety per cent for the year.

The Alumni prizes are two gold medals offered by the Alumni Association for superior excellence in oratory: one to the Junior College Class and the other to the Fourth Year High School Class.

The Omega Psi Phi Fraternity Prize of five dollars in gold is offered to that member of the Fourth Year High School making the highest general average.

The Blue Banner: This beautiful banner is contested for by all the students of the University the Sunday preceding Commencement Day. The student who sustains himself longest in answering accurately the questions in the Shorter Catechism is awarded the banner, which is held for his class until the next annual contest.

The following prizes have also been added to our list:

E. W. Carpenter, English Prize.

J. L. Hollowell, Theological Prize.

W. S. E. Hardy, Chemistry Prize.

S. A. Downer, Old Testament History Prize.

Lyceum Debating Prize.

Byrd Smith, Science Prize.

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## LYCEUM COURSE FOR YEAR 1927-'28

### RECITALS AND LECTURES

October 25, 1927—Goodfellow's Quartette.

November 3, 1927—Frederick Ward, Shakesperean Actor.

February 8, 1928—Mr. and Mrs. Michitaro Ongawa,  
Dramatists.

March 6, 1928—Lowell Patton, Musical Trio.

March 26, 1928—Hazel Harrison, Pianist.

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## VISITING SPEAKERS

October 14, 1927—Mr. Riley Scott, Traveling Poet.

September 28, 1927—Mr. Richards, Only man living who  
saw Lincoln Assassinated.

October 23, 1927—Dr. Strickroad, Missionary to Africa.

November 6, 1927—Mr. L. W. Jarman, Vice President,  
Queen's College, Charlotte.

November 27, 1927—Rev. Shilabi from Persia, Sermon.  
December 11, 1927—Atty. Hunter M. Jones, Address,  
Charlotte, N. C.  
January 15, 1928—Rev. William B. McIlwaine, Address,  
Charlotte, N. C.  
January 17, 1928—Dr. S. N. Vass, Nashville, Tenn.  
January 29, 1928—Mr. George Ivey, Charlotte, N. C.  
March 11, 1928—Dr. Yuell, Chicago, Ill.

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## EXPENSES

The following list of expenses include the various items for which charge is made by the University, but it does not include such items as laundry and general expenses of a miscellaneous character, all of which are variable and are more or less determined by the student himself. Laundry of wearing apparel and similar personal expenses will range from two dollars to four dollars per month.

All bills for the semester are due and payable in advance. Remittances should be made to the University. Payment, if not made in cash, must be made by money order, draft or certified checks, payable to the order of Johnson C. Smith University. No part of the remittances made to the University will be handed to the student the University will be handed to the student except at the except at the expressed request of the person making the remittance.

For one semester's fee and for one month's board and lodging the student should have at least \$81.50.

Students should be provided with sufficient funds to pay all expenses at the time of registration. Should a student withdraw from the University at any time after registration any refund of fees and room rent shall be subject to the following conditions:

There shall be no refund of fees or room rent to any student whose connection with the Institution is severed for reasons of discipline.

No request for a refund of fees will be considered except in cases where the student withdraws on account of personal illness in which case a certificate from the Resident Physician will be required. For such cases refunds will be made at the rate of 75 per cent for the first 15 days and not exceeding 50 per cent for the second fifteen days after registration.

No refund of fees will be made after the lapse of thirty days from registration. After close of registration no refund will be made in room rent.

Board including meals, furnished rooms, light, heat, and laundry of bed linen is seventeen Dollars per calendar month, payable in advance.

Boarding students are not received for less than one month and no deduction for absence can be made unless ordered by the Treasurer. Under University regulations students remaining in arrears to the Institution for more than ten days are subject to suspension from all student privileges unless satisfactory arrangements have been made otherwise.

Wholesome and substantial table board is furnished in the University Dining Hall to all students except day students. No student is allowed to board himself in his room.

A room deposit of fifty cents to insure care of furniture and the safe return of the key is required.

Three dormitories furnish lodging to all boarding students. These are Carter Hall, Berry Hall and the Johnson C. Smith Memorial Theological Dormitory. As far as is necessary rooms in the latter dormitory are reserved for Theological students and students above the Freshman Class. These rooms are steam heated and electrically lighted.

Old students may have their rooms reserved by sending to the Treasurer money order, cash or certified check for \$10.00 not later than August 1st. This amount will be credited to his account when he registers. Any such student who does not register before the expiration of the time limit for registration forfeits his deposit. The incidental fee required of all students is allowed as follows: Athletic Fee \$5.00; Lecture Fee \$2.00; Registration Fee \$2.00; Library Fee \$3.00 and Medical Fee \$3.00.

All students must deposit at time of registration a fee of \$15.00 for books. When the student presents his receipt to the Registrar he will be furnished a book card which entitles him to all books required in his courses. On Saturday next after the first of May any unexpended balance will be refunded to the student. If deposit does not cover the cost of the books required by any student,

the excess amount will be charged on said student's monthly bill.

There is no special deposit for courses in Chemistry, Physics, or Biology, but the student will be charged for breakage in any laboratory.

All graduates and undergraduates of the University are entitled to one transcript of credits free of charge. For each additional transcript a fee of \$1.00 will be charged.

Students graduating from School of Arts and Sciences are required to pay in advance a graduating fee of Six Dollars. Graduates of the High School are required to pay a graduation fee of One Dollar and twenty-five Cents.

### FEES

Matriculation Fee (payable once only, on entering)	\$ 5.00
Incidental Fee .....	15.00
Tuition, Per Semester, payable in advance .....	25.00
Board, per Month, payable in advance .....	13.00
Room Rent, per month, payable in advance .....	4.00

### LABORATORY FEES

Chemistry (no deposit) per semester .....	\$7.50
Physics (no deposit) per semester .....	4.00
Biology (no deposit) per semester .....	4.00

### ESTIMATED EXPENSES FOR ONE YEAR

	Minimum	Maximum
Tuition .....	\$ 50.00	\$ 50 00
Incidental Fee .....	15.00	15.00
Board .....	110.50	110.50
Room Rent .....	34.00	34.00
Laboratory Fees .....	8.00	23.00
Books .....	15.00	20.00
Gymnasium Fee .....	1.50	1.50
Matricuation Fee .....	5.00	5.00
Totals .....	\$239.00	\$259.00

### MEETINGS

The following is the schedule of meetings in the University:

Sunday—8:45 a. m., Sunday School.

Sunday—10:00 a. m., Y. M. C. A. Meeting.

Sunday—8:00 p. m., Church Services.



Tuesday—6:30 p. m., Students' Volunteer Prayer Meeting.

Friday—7:00 to 10:00 p. m., Literary Societies.

Saturday—7:00 to 10:00 p. m., Conferences and Prayer.

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## STUDY HOURS

Study hours are observed as follows:

Monday—7:00 to 9:40 p. m.

Tuesday—7:00 to 9:40 p. m.

Wednesday—7:00 to 9:40 p. m.

Thursday—7:00 to 9:00 p. m.

Saturday—8 to 9:40 p. m.

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## PRINTING

There has been erected at the Johnson C. Smith University a modern printing plant. The equipment includes a linotype machine, job press, a two revolution Lee press, newspaper folder, cutting machine, and an excellent assortment of hand type. The plant in fact is equipped to do almost any kind of printing. Students who desire have an excellent chance to learn the printing trade together with the operation of a linotype machine.

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## GRADUATION AND DIPLOMAS

All graduation fees for graduates of all departments of the University must be paid in full not later than two days before Commencement.

Graduation and diploma fee, with degree, School of Theology .....	\$2.00
Graduation and diploma fee, with degrees, School of Arts and Sciences .....	6.00
High School Diploma .....	1.25

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## FINANCIAL STATEMENT

As of June 30, 1927, the total value of plant (exclusive of large endowment) was \$785,372.00. The value of the buildings was \$475,631.58, and the equipment \$52,118.91.

## SCHOOL OF THEOLOGY

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### FACULTY

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REV. H. L. McCROREY, D.D., LL.D.

President

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REV. YORKE JONES, D.D.

Dean and Professor of Ecclesiastical History, Homiletics and  
Christian Sociology

---

REV. P. W. RUSSELL, D.D.

Professor of Greek, Hebrew and Biblical Introduction

---

REV. W. E. PARTEE, D.D.

Professor of Christian Evidences, Bible History, Systematic and  
Pastoral Theology, and Church Government

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REV. C. H. SHUTE, D.D.

Professor of English Bible

## REQUIREMENTS FOR ADMISSION

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THIS SCHOOL IS OPEN TO YOUNG MEN of all denominations. Candidates for admission must produce evidence that they are members in good and regular standing in some evangelical church; that they possess competent talent, and that they have been regularly graduated from some college or university, or in some way have received an equivalent for the training of a college course. Applicants for admission to an advanced standing must present a letter of dismissal from some other theological seminary, or be prepared for examination on the subjects which have been pursued by the class which they desire to enter.

When a student who has been a member of any other theological school seeks admission into this, he must produce a certificate of good standing and orderly dismissal ere he can be received.

In exceptional cases, promising young men who have not had the benefit of a full college course will be received and allowed to pursue an elective course.



## COURSES OF INSTRUCTION

### JUNIOR YEAR

#### FIRST SEMESTER

Hebrew-Grammar and Manual	5
Greek Harmony of Gospels	3
Biblical Introduction	1
Biblical History	2
Christian Evidences	1
Homiletics	1
English Bible	1
Forward Mission Study	1
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	15

#### SECOND SEMESTER

Hebrew-Grammar and Manual	5
Greek Harmony of Gospels	3
Church History	2
Biblical Introduction	1
Biblical History	2
Systematic Theology	2
Homiletics	2
English Bible	1
Forward Mission Study	1
	—
	19

### MIDDLE YEAR

#### FIRST SEMESTER

Hebrew-Historical Books	2
Greek Exegesis	2
Church History	2
Systematic Theology	4
Homiletics	2
English Bible	1
Forward Mission Study	1
	—
	14

#### SECOND SEMESTER

Hebrew-Historical Books	2
Greek Exegesis	2
Church History	2
Systematic Theology	4
Christian Ethics	2
Homiletics	2
English Bible	2
Forward Mission Study	1
	—
	17

### SENIOR YEAR

#### FIRST SEMESTER

Christian Sociology	1
Greek Exegesis	2
Church History	2
Systematic Theology	4
Pastoral Theology	2
Homiletics	2
English Bible	1
Forward Mission Study	1
Church Government	3
	—
	18

#### SECOND SEMESTER

Christian Sociology	1
Greek Exegesis	2
Church History	2
Systematic Theology	2
Homiletics	2
English Bible	1
Forward Mission Study	1
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While Hebrew is not taught in the Senior Class in the regular course, yet in special cases it may be taught as an elective.

Note:—The numerals indicate the number of weekly sixty-minute recitation periods.

## DESCRIPTION OF COURSES

### HEBREW

**JUNIOR CLASS:** Recitations five times a week throughout the year. Text-books, Fagnani's Hebrew Primer, Harper's Elements of Hebrew, and Harper's Hebrew Method and Manual. Special emphasis is laid on the acquisition of a vocabulary. The inflection of the language and several hundred of the commonest words are memorized. There is a daily drill in reciprocal oral translation and in writing Hebrew.

**MIDDLE CLASS:** Reading from the Historical and Prophetical Books twice a week throughout the year. Text-books: Hebrew Bible, Harper's Hebrew Syntax, and Driver's Hebrew Tenses. Special attention will be given to the Syntax, to enlarge the vocabulary, and to rapid reading.

**SENIOR CLASS:** (Elective.) Reading at sight from the Historical Books, exegesis of Hebrew Prophecy and Poetry, twice a week throughout the year.

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### GREEK

1. A course upon New Testament Introduction, Criticism and Theology, once a week throughout the year.

**JUNIOR CLASS** will read the remaining three gospels with reference to the Harmony, and also the distinctive character to each of the four gospels, three times a week throughout the year.

**MIDDLE CLASS** will read Ephesians with exegesis twice a week throughout the year. The other Epistles of the captivity—Philippians, Colossians, and Philemon—will be assigned for private reading. A summary of their contents will be considered in the class room, and they will be required in the examination.

**SENIOR CLASS** will read Romans with exegesis twice a week throughout the year. The other Epistles of the Third Missionary Journey—I Corinthians, II Corinthians and Galatians—will be assigned for private reading. Their scope and contents will be discussed in the class room and they will be required in the examination.

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SYSTEMATIC THEOLOGY

In this department, the purpose is to have each student read, during his course, some standard work on Systematic Theology, and, in addition to this, to read some authority on Theism.

The course of reading will be made the subject of the most thorough examination and free discussion, and will be supplemented by every available means which is likely to encourage and stimulate the student in his search for truth, and in preparation for its defense.

Systematic Theology is begun in the second semester of the Junior year and is completed in the Senior year. The doctrines of Theology are presented didactically, historically and problematically. The order of topics pursued is: The nature, forms and sources of Theology; the being of God; His nature and attributes; Trinity; the Divinity of Christ; the holy nature, necessity, perfection and extent of the atonement; His kingdom; His humiliation and exaltation; vocation; regeneration; faith; justification; sanctification; the law of God; eschatology, the sacraments.

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HOMILETICS

The work of this department is carried on throughout the seminary course. In the Junior and Middle years, a text-book on the "Preparation and Delivery of Sermons" is read. This is supplemented by exercises in the analysis of sermons, and preaching before the students of the department.

In the Middle and Senior classes much attention is given to the preparation and criticism of sermons, plans and to elocution in all three of the classes.

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CHRISTIAN EVIDENCES

By means of text-books and discussions, the student is aided in verifying the Biblical proofs of Doctrine and Christian truth as represented in the symbols of the Church, and he is thus trained to express with facility and clearness the revealed will of God.

## PASTORAL THEOLOGY

The treatment of this subject is confined to the third year of the course. It is designed that each student shall become thoroughly acquainted with the best method of applying the message of salvation to the hearts and lives of men. Lectures are given, accompanied by the use of text-books.

The course includes the importance of ministerial piety, proper habits of study, skill and ability in the various branches of our church work, the pastor's duty and relation to the various courts of the church, and the various private and public duties pertaining to his office.

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CHURCH GOVERNMENT

Four lectures on the general subject are given to the Junior Class.

In the Middle Year the Form of Government with proof text is taken up and pursued through one semester and a minute comparison with other forms of Church polity is made.

In the Middle and Senior Years, the Book of Discipline is used as a text-book, accompanied by lectures.

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BIBLICAL HISTORY

Since sacred history is of vital importance as a part of thorough theological education, the subject is pursued through the Junior Year.

Biblical History is studied by the Junior Class, with the English version of the Old Testament as a text-book and Smith's Old Testament History as a guide, and is taught by lectures and constant references to the typical and preparatory nature of the Old Testament. The connection between sacred and profane history is pointed out, and attention given to Archeology, Geography, and Chronology.

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ECCLESIASTICAL HISTORY

This subject is taken up by the Junior Class, and taught by lectures, with text-books covering the period from Apostolic times to the Reformation—sixteenth century.

The Senior Class continues the subject from the Reformation to the present time, devoting the second term to the history of the Presbyterian Church of the U. S. A.

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#### ENGLISH BIBLE AND FORWARD MISSION STUDY

This course covers a period of three years and embraces a study of Messianic prophecies; the Life of Christ as set forth in the Gospels; a study of the development and growth of the Christian church, together with a close study of the life and epistles of the Apostle Paul and other select epistles.

Two periods weekly.

The course in Forward Mission Study is designed to give a knowledge of the life, social customs and religions of the backward peoples of the globe. The aim of the study is to quicken spiritual impulse, widen life's horizon and deepen interest in the cause of missions.

One period weekly is devoted to this study.

Most recent books published on Missions are used for texts.

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#### CHRISTIAN SOCIOLOGY

One hour a week throughout the Senior Year is devoted to the study of Church and Social questions.

Instruction is given partly by the use of text-books and partly by lectures, the aim being to treat the subject in a practical manner.

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#### REQUIREMENTS FOR PROMOTION AND GRADUATION

A grade of seventy per cent is required in a single study for each semester. Each student completing the regular course satisfactorily is granted the degree of Bachelor of Divinity (B.D.) upon graduation.

## FURTHER INFORMATION

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**Period of Study**—The regular course of study, as in other Seminaries of the Presbyterian Church, covers a period of three years.

**Practical Work**—The practical work of the ministry is joined with the work of preparation, as the theological students have opportunities of laboring as supplies in the neighboring churches during vacation and in term time.

With the facilities at hand, special and successful efforts are made to aid students in obtaining vacation employment along the line of their future work as teachers and preachers among the people.

**Rules and Regulations**—Except in a few particulars the students of the School of Theology are not subject to rules and regulations which govern those of the other schools of the University.

**Rooms**—The Johnson C. Smith Theological Dormitory is occupied by theological students. Each of the rooms is completely furnished; the building is modern in every respect, and it heated by steam.

**Expenses**—There is no charge for tuition.

There is a charge of seventeen dollars a month for board in connection with the boarding department, where all the students living on the grounds are required to board. The fee of seventeen dollars a month covers also expenses of fuel and light.

**Examinations**—The semi-annual examination will be conducted the last week in January and the last week in May. The examinations may be oral or written. Each student is required to take these examinations, and if by sickness or absence one fails to take them, he must submit to an examination with a corresponding class in a subsequent year.



## SCHOOL OF ARTS

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### FACULTY

REV. H. L. McCROREY, D.D., LL.D.  
President

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J. HENRY ALSTON, A.M.  
Dean and Professor of Psychology

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REV. F. J. ANDERSON, D.D.  
Professor of Philosophy

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W. H. A. BOOKER, A.M.  
Professor of French

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G. G. M. JAMES, B.A., B.Th., M.A.  
Professor of Classics

---

T. S. JACKSON, A.B.  
Professor of Education

---

THOS. A. LONG, A.M., Ph.D.  
Professor of Social Sciences

---

C. A. BLUE, A.M.  
Professor of English

---

G. W. BROWN, A.M., LL.B.  
Assistant Professor of English

---

W. J. KNOX, Jr., B.S.  
Professor of Chemistry

---

W. S. PEYTON, B.S.  
Professor of Biology

---

C. RANDOLPH TAYLOR, B.S.  
Professor of Physics

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G. F. WOODSON, Jr., A.M.  
Professor of Mathematics

## THE COLLEGE

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The College administers four years of work leading to the degrees of Bachelor of Arts and Bachelor of Science, respectively.

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### REQUIREMENTS FOR ADMISSION

**The Freshman Class**—Fifteen units of secondary work are required for entrance, without a condition, into the Freshman Class or the Pre-Medical Course.

A unit in any subject signifies five sixty-minute recitations a week for a period of thirty-six weeks, and represents a year's study, constituting approximately a quarter of a full year's work in a secondary school.

Graduates of a four year accredited High School will be admitted to the Freshman Class on presentation of a transcript of his record certified by the school authorities. Graduates of a four year non-accredited High School may be admitted to the Freshman Class upon examination only.

This statement is designed to afford a standard of measurement for work done in secondary schools. It takes the four-year High School course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks; that a period is from forty to sixty minutes in length and that a study is pursued for four or five periods a week. But, under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute periods or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit.

There are three methods of admission to the Freshman Class.

1. Through examinations conducted by the University.
2. Through examinations conducted by the College entrance examination Board, and
3. Through certificates from accredited schools.



Every candidate for admission, irrespective of the manner in which he seeks admission, must present to the University through the Principal of his school, a report covering the record of the four years of work done by him, as well as a statement as to his character and ability.

Graduates of the High School of Johnson C. Smith University and affiliated schools having the standard High School Course or its equivalent, are admitted to the Freshman Class on certificate.

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#### ENTRANCE EXAMINATIONS CONDUCTED BY THE UNIVERSITY

An applicant who does not come from an accredited secondary school or does not present a certificate from the College Entrance Examination Board will be examined in all subjects offered for admission.

Before taking any examination conducted by the University, an applicant must make written application to the Registrar upon blanks provided for the purpose, and must secure a card admitting him to the examination. This may be done by correspondence, but the application must be received not less than one week before the date of the examination. Entrance examinations are conducted on Monday immediately preceding the third Wednesday in September.

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#### ENTRANCE EXAMINATIONS CONDUCTED BY THE COLLEGE ENTRANCE EXAMINATION BOARD

Entrance examinations conducted by the College Entrance Examination Board are accepted in place of the entrance examinations conducted by Johnson C. Smith University, provided they are passed with a grade of at least sixty per cent. The examinations are held once a year beginning on the third Monday in June. In 1928 they will be given June 18-23. The application for examination should be addressed to the Secretary of the College Entrance Examination Board, 431 West 117th Street, New York, N. Y. The blank form for this application will be mailed to any candidate upon request. A specimen of the candidate's handwriting will form a necessary part of the application.

If the application is received sufficiently early, the examination fee will be \$10.00 for each candidate whether examined in the United States, Canada or elsewhere. The fee, which must accompany the application,

should be remitted by postal order, express order or draft on New York to the order of the College Entrance Examination Board.

The applications and fees of candidates who wish to be examined outside of the United States and Canada must reach the Secretary of the Board at least six weeks in advance of the first day of examination, that is, on or before Monday, May 7, 1928.

The applications and fees of candidates desiring to be examined in the United States at points West of the Mississippi River or in Canada must be received at least four weeks in advance of the examinations, that is, on or before Monday, May 21, 1928.

The applications and fees of candidates who wish to be examined in the United States at points East of the Mississippi River, or on the Mississippi River must be received at least three weeks in advance of the first day of the examinations, that is, on or before Monday, May 28, 1928.

When the candidate has failed to obtain the required form of blank application for examination, the usual examination fee will be accepted if the fee arrives not later than the specified date, accompanied by a memorandum containing the name and address of the candidate, the exact examination center selected, and a list of all the subjects in which he may have occasion to take the Board examinations. The required application must be filed later. Applications received later than the date named will be accepted when it is possible to arrange for the examination of the candidate concerned, but only upon the payment of five dollars in addition to the regular fee.

Detailed information of the requirements in all examination subjects are given in a circular of information published annually by the College Entrance Examination Board.

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#### ADMISSION BY CERTIFICATE

In place of examinations, certificates giving detailed transcript of the applicant's record may be accepted from schools accredited for the purpose by Johnson C. Smith University. The Registrar of this University will fur-

nish blanks for the purpose. The University also will admit by certificate graduates of secondary schools accredited by the various Rating Boards and Associations of the United States. Principals desiring to have their schools placed upon the accredited list of Johnson C. Smith University should make application to the Registrar of the University.

These certificates should be presented before the student comes to the University, so that the applicant's eligibility may be determined in advance.

The University may accept a student provisionally without transcript, but if it does not arrive within one month after the beginning of the semester, he will be required to submit to entrance examinations; should a student fail to prove his eligibility by these examinations or by a certificate arriving at the University before the expiration of the time limit, his registration is immediately cancelled.

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#### ADMISSION TO ADVANCED STANDING

All candidates seeking admission to advanced standing should present credentials from the school or schools attended. The University reserves the right to examine applicants in any subject presented for advanced standing. These credentials should reach the office of the Registrar before the applicant arrives at the University. In the even that a student admitted to advanced standing fails to show ability to do creditably the work of the class to which he has been admitted, he will be withdrawn from that class and placed in a lower one.

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#### ADMISSION OF UNCLASSIFIED STUDENTS

Mature persons who desire to pursue some special subjects, and who have had requisite preliminary training, are allowed to enter the various courses of the University without becoming candidates for degrees. Unclassified students are subject to the same rules and regulations as the regular students.

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#### SUBJECTS AND UNITS ACCEPTED FOR ADMISSION

No subjects will be accepted for College admission that are not counted for graduation by the High School.

Duplication of high school and college credits is not permitted. Courses credited for admission cannot be repeated in the college for credit toward graduation.

Of the fifteen units necessary for entrance, ten are required as follows:

English .....	3	Plane Geometry, 5 books .....	1
Foreign Language .....	2	History .....	2
Algebra .....	1	Science .....	1

The remaining five units may be taken from the following subjects:

Foreign Languages .....	4	Drawing .....	$\frac{1}{2}$
English .....	1	Economics .....	1
Agriculture .....	1	Solid Geometry .....	$\frac{1}{2}$
Botany .....	1	Algebra .....	1
Chemistry .....	1	Trigonometry .....	$\frac{1}{2}$
Physics .....	1	Civics .....	$\frac{1}{2}$
Physical Geography .....	$\frac{1}{2}$	Physiology .....	$\frac{1}{2}$
Commercial Geography .....	$\frac{1}{2}$		

If sciences are offered a note book must be presented, otherwise only half unit will be granted.

Note: No students are accepted for admission to the Freshman class with any conditions at all.

## DEFINITION OF ENTRANCE REQUIREMENTS

### ENGLISH—3 UNITS

The study of English in High School has two main objects:

I. Habits of correct, clear, and truthful expression. This part of the requirement calls for a carefully graded course in oral and written composition, and for instruction in the practical essentials of grammar, a study which should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such errors as personal speech defects, foreign accents, and obscure enunciation.

II. Ability to read with intelligence and appreciation words of moderate difficulty; familiarity with a few masterpieces. This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases, studied, with a measure of thoroughness appropriate for immature minds. The second contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented by home reading on the part of pupils and by class room reading on the part of the pupils and instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

## LIST OF BOOKS FOR 1928-1929

## 1. BOOKS FOR READING

From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

## GROUP I

Cooper: The Last of the Mohicans.  
Dickens: A Tale of Two Cities.  
George Eliot: Silas Marner.  
Scott: Ivanhoe or Quentin Durward.  
Stevenson: Treasure Island or Kidnapped.  
Hawthorne: The House of the Seven Gables.

## GROUP II

Shakespeare: The Merchant of Venice,  
Julius Caesar,  
King Henry V,  
As You Like It,  
The Tempest.

## GROUP III

Scott: The Lady of the Lake.  
Coleridge: The Ancient Mariner; and Arnold: Sohrab and Rustum.  
A collection of representative verse, narrative and lyric.  
Tennyson: Idylls of the King (any four).  
The Aeneid or The Odyssey in a translation of recognized excellence, with the omission, if desired, of books I-V, XV, and XVI of the Odyssey.

## GROUP IV

The Old Testament (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the Books of Ruth and Esther).  
Irving: The Sketch Book (about 175 pages).  
Addison and Steele: The Sir Roger de Coverley Papers.  
Macaulay: Lord Clive or History of England, Chapter III.  
Franklin: Autobiography.  
Emerson: Self-Reliance and Manners.

## GROUP V

A modern novel.  
A collection of short stories (about 150 pages).  
A collection of contemporary verse (about 150 pages).  
A collection of prose writings on matters of current interest (about 150 pages).  
A selection of modern plays (about 150 pages).

## 2. BOOKS FOR STUDY

One selection is to be made from each of Groups I and II, and two from Group III.

All selections from this group should be works of recognized excellence.

## GROUP I

Shakespeare: Macbeth,  
Hamlet.



## GROUP II

Milton: *L'Allegro*, *II Penseroso*, and either *Comus* or *Lycidas*.

Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from the Sae*, *Incident of the French Camp*, *Herve Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, *"De Gustibus"*—*Instans Tyrannus*, *One Word More*.

## GROUP III

Macaulay: *Life of Johnson*.

Arnold: *Wordsworth*, with a brief selection from *Wordsworth's Poems*.

Lowell: *On a Certain Condescension in Foreigners*, and *Shakespeare Once More*.

## HISTORY—ONE-HALF TO FOUR UNITS

The course should devote one-half of the year to the study of the ancient Orient and Greece as far as the death of Alexander and the break-up of his empire, with the expansion of Greek culture in the Mediterranean World. The second half year should be devoted to the study of the history of Rome to the year 476 A. D.

Since not more than one-tenth of the whole time available can be allotted to the study of the history of the Orient, only so much of its narrative history should be studied as will hold the story together and fix its geography and its time relations. Emphasis should be laid, not upon the details of military and political history, but upon the civilization developed by the different peoples of the Orient, with particular reference to the contributions which they made to later ages.

In the study of Greek History, little time should be spent on the period prior to the Persian Wars, except to deal concretely with Homeric society and to emphasize the expansion of Hellas. From the Persian Wars to the death of Alexander the study should be exact and thorough, with special reference to the political, intellectual, and artistic development of Hellas during the Age of Pericles. Instead of trying to trace the constitutional development of Athens and Sparta from the beginning, the operation of the government in these states at the time of their maturity should be mastered.

In the period following the death of Alexander no attempt should be made to follow the intricate political history of the time, but opportunity should be found to study the federal government of Greece and the philosophy, literature, art, and religious cults which were the factors of the mixed Graeco-Oriental culture of which Rome became the heir.

At the beginning of the second half-year the history of Rome to about the year 300 B. C. should be covered very rapidly. The attempt should be made rather to understand the organization and working of Senatorial government in the third and second centuries B. C. than to trace the changes made in Roman institutions in the fifth and fourth centuries. From 400 B. C. to the death of Marcus Aurelius the study must be relatively detailed and thorough.

## HISTORY B—EUROPEAN HISTORY—ONE UNIT

The examination in this subject is designed both for the students who have prepared in Medieval and Modern European history and for those who have prepared in Modern European history only.

Students who are offering Medieval and Modern European history will not be held to so detailed a knowledge of the nineteenth century as those offering only Modern European history. They should emphasize the contributions of the Roman Empire, the Germans, and the Christian church to medieval civilization. The structure of feudal society, the Crusaders, the formation of the European states, the several phases of the Renaissance and of the Reformation, and the discoveries outside of Europe should be covered.

Students who are offering Modern European history should emphasize the absolute monarchy of Louis XIV, colonial expansion and rivalries, the development of the constitutional monarchy in England, the enlightened despotism of Frederick the Great, the republican government of Revolutionary France, the Napoleonic epoch, and the main facts in the political development of Europe since 1815. Special emphasis should be laid upon the industrial Revolution—its political and social aspects—upon the growth of nationalism and democracy, and upon the economic expansion of the European possessions outside of Europe. The study of the last half-century should include some account of the great material changes, important inventions, in intellectual social and humanitarian movements.

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### HISTORY C—ENGLISH HISTORY—ONE UNIT

The division of the work between the two half years should be made at about 1660.

During the first half-year, the periods of the Tudors and the early Stuarts should receive emphasis. Only the briefest reference to the period before 1066 need be made, and from the Norman Conquest to the accession of the Tudors the treatment should be topical rather than exhaustive. It should deal with the effects of the Norman conquest, relations with France, Scotland, and Ireland, Magna Carta and the origins of Parliament, and the emergence of parliamentary government out of feudal monarchy. Some attempt also should be made to explain the development and character of the Christian Church in England, its relations with the papacy, the severance of these relations, the establishment of the national church, and the Puritan Movement.

In the second half-year, starting with the Restoration, attention should be given first to the continued struggle between Crown and Parliament, culminating in the establishment of responsible government. In studying the great wars with France, attention should be directed to the commercial and colonial expansion in America and the East. With regard to imperial policy, the causes and effects of the Scottish and Irish unions and the revolt of the American colonies should be explained. The study of the revolution in agriculture, industry and transportation should include some consideration of the consequent political and social reforms. Since the Reform Act of 1867, emphasis should be laid upon the more important reforms affecting economic, political, and social life, and upon the problem of Ireland. Some idea should be given of the growth and nature of the British power in the Colonies and the problem of imperial organization.

In general, it is desirable to emphasize the important epochs and movements rather than the reigns of the monarchs; to trace developments; to secure a clear comprehension of the more influential personalities; and to show the relations of English history to the history of other countries, especially the United States.



## HISTORY D—AMERICAN HISTORY WITH OR WITHOUT CIVIL GOVERNMENT—ONE UNIT

Candidates who wish to offer American History and Civil Government should devote at least one-fourth of their time to civil government. This study should be closely coordinated with American history at every point of contact.

The period of American history prior to 1763 may be treated briefly as a background for subsequent epochs. The period since the Civil War should receive adequate attention (about as much time as the period between 1763 and 1865). Questions on current events will not be asked.

The study of civil government should include a careful analysis of the Constitution of the United States—the powers, organization, and functions of the federal government, the relations between the states and the federal government, and the general nature and extent of the powers reserved by the states.

For the guidance of both the teacher and the student, the following suggestions are made:

1. That careful attention should be paid to map studies.
2. That the topics of slavery and secession should not be emphasized at the expense of the study of territorial expansion and social and industrial growth.
3. That due attention should be paid to the policy of the United States in foreign affairs, tariff, banking, civil service, currency, trusts, conservation of natural resources, capital and labor, immigration, and other present-day problems.
4. That familiarity with the lives and public services of great Americans should be especially encouraged.

## LATIN—ONE TO FOUR UNITS

### I. AMOUNT AND RANGE OF THE READING REQUIRED

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Virgil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and *De Senectute*) and Sallust (Catiline and Jugurthine War); Virgil (Bucolics, Georgics, and *Æneid*) and Ovid (Metamorphoses, Fasti, and Tristia).

### II. SCOPE OF THE EXAMINATIONS

(1) Translation at Sight. Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) Prescribed Reading. Candidates will be examined also upon the following prescribed reading:

In 1928. Cicero, the first oration against Catiline, the oration for Archias, and the impeachment of Verres, *Actio Secunda*, IV, ch. 52-60 (The Plunder of Syracuse); Virgil, *Æneid*, III and VI; Ovid, Metamorphoses, Book I, 313-415 (Deucalion and Pyrrha); II, 1-328 (Phæthon); VII, 1-158 (The Golden Fleece); VIII, 616-724 (Philemon and Baucis); X, 560-680 (Atalanta's Race).

Accompanying the different passages will be questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) Grammar and Composition. The examination in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

#### SUGGESTIONS CONCERNING PREPARATION

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading, aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read well; for this work the prose authors already studied should be used as models.

#### SUBJECTS FOR EXAMINATION

1. Grammar. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
2. Elementary Composition. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
3. Second Year Latin. This examination is offered primarily for candidates intending to enter college with only two years of Latin. It will presuppose reading not less in amount than Cæsar, Gallic War, I-IV, selected by the schools from Cæsar (Gallic War and Civil War) and Nepos (Lives); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.
4. Latin Prose Authors including prescribed selections and sight translation. The examination will presuppose the reading the required amount of prose (see I, 1 and 2).

## 1-2-4. LATIN 1, LATIN 2, AND LATIN 4 COMBINED

5. Latin poets including prescribed selections and sight translation. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
6. Advanced composition.
- P. Slight Translation of Prose of no greater difficulty than ordinary passages from Cicero's orations.
- Q. Sight translation of Poetry of no greater difficulty than Virgil's *Æneid*.

## FRENCH—ONE TO FOUR UNITS

## FIRST AND SECOND YEAR FRENCH—TWO UNITS

## THE AIM OF THE INSTRUCTION

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of every-day life or based upon a portion of the French text read, and to answer questions on the rudiments of grammar as defined below.

## THE WORK TO BE DONE

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read.
5. Writing from dictation.

Suitable texts for the first year are: A well-graded reader for beginners; Bruno, *Le tour de la France*; Compayre, Yvan Gall; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.
4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halevy, *L'Abbe Constantin*; Labiche et Martin, *Le voyage de M. Perrichon*; Lavissee, *Histoire de France*.

## THIRD YEAR FRENCH—ONE UNIT

## THE AIM OF THE INSTRUCTION

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

## THE WORK TO BE DONE

This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; form; constant practice in giving French paraphrases, abstracts or reproduction from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *Les Oberle*; Dumas, novels; Merimee, *Columba*; Sandeau, *Mlle. de la Seigliere*; Tocqueville, *Voyage en Amerique*.

## FOURTH YEAR FRENCH—ONE UNIT

## THE AIM OF THE INSTRUCTION

At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose; and to carry on a simple conversation in French.

## THE WORK TO BE DONE

This should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable texts for the fourth year are: Dumas fils, *La question d'argent*; Hugo, *Quatre-vingt-treize* or *Les misérables*; Loti, *Pecheur d'Islande*; Taine, *L'Ancien regime*; Vigny, *Cinq-Mars*; an anthology of verse.

## GERMAN—ONE TO FOUR UNITS

## FIRST AND SECOND YEAR GERMAN—TWO UNITS

## THE AIM OF THE INSTRUCTION

At the end of the elementary course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and construction, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of the grammar, as defined below.

## THE WORK TO BE DONE

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.



3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.
4. Abundant easy exercises designed not only to fix in mind forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

Suitable texts for the first year are: After one of the many readers especially prepared for beginners,—Meissner's *Aus meiner Welt*; Bluthgen's *Das Peterle von Nurnberg*; Storm's *Immensee*; or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 200 pages of literature in the form of easy stories and plays.
2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction sometimes orally and sometimes in writing, of the substance of short and easy selected passages.
3. Continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences, and, secondly, to state his knowledge correctly in the technical language of grammar.

Suitable texts for the second year are: Gerstacher's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Lebrecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

### THIRD YEAR GERMAN—ONE UNIT

#### THE AIM OF THE INSTRUCTION

At the end of the advanced course the student should be able to read, read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word-formation, and to translate and explain (so far as may be necessary) a passage of classical literature taken from some text previously studied.

#### THE WORK TO BE DONE

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's *Novellen* or *Ezählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

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#### FOURTH YEAR GERMAN—ONE UNIT

##### THE AIM OF THE INSTRUCTION

At the end of the advanced course the student should be able to read, after brief inspection, any German literature of the last one hundred and fifty years that is free from any unusual textual difficulties, to put into German a passage of English prose, to answer in German questions relating to the lives and works of great writers studied, and to write in German a short independent theme upon some assigned topic.

##### THE WORK TO BE DONE

The work of the advanced course should comprise the reading of about 500 pages of good literature in prose and poetry, reference readings upon the lives and works of the great writers studied, the writing in German of numerous short themes upon assigned subjects, independent translation of English into German.

Suitable texts for the fourth year are: Goethe's, Schiller's, and Lessing's works and lives.

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#### SPANISH—ONE TO FOUR UNITS

##### FIRST AND SECOND YEAR SPANISH—TWO UNITS

##### THE AIM OF THE INSTRUCTION

At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of every day life or based upon portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as defined below.

##### THE WORK TO BE DONE

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of about 100 pages of graduated texts, with constant practice in translating into Spanish easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.
5. Writing Spanish from dictation.
6. Memorizing of Spanish passages of conversational prose and of simple verse.

Suitable texts for the year are: A carefully graded reader for beginners; Juan Valera, *El pajarito verde*; Perex Escrich, *Fortuna*; Altamirano, *La navidad en las montañas*.

During the second year the work should comprise:

1. The reading of about 200 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.
2. Constant practice, as in the previous year, in translating into Spanish easy variations upon the texts read.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
4. Continued study of the elements of grammar and syntax, and the use of a composition book.
5. Mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses.
6. Writing Spanish from dictation.
7. Memorizing of Spanish passages of conversational prose and of simple verse.

Suitable texts for the second year are: A collection of short stories by different authors; a collection of brief comedies; a collection of easy lyrics (Spanish and Spanish-American) or of verse fables; a Spanish or Spanish-American historical reader; Alarcon, *El Capitan Veneno*; Carrion and Aza, *Zaragueta*; Frontaura, *Las tiendas*; Quintana, *Vasco Nunez de Balboa*; Jorge Isaacs, *Maria*; Palacio Valdes, *Jose*; Marmol, *Amalia*.

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### THIRD YEAR SPANISH—ONE UNIT

#### THE AIM OF THE INSTRUCTION

At the end of the intermediate course the pupil should be able to read at sight ordinary Spanish prose or simple poetry, to translate into Spanish a connected passage of English based on the text read, to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course, and to carry on a simple conversation in Spanish.

#### THE WORK TO BE DONE

This should comprise the reading of from 300 to 400 pages of Spanish of ordinary difficulty; constant practice in giving Spanish paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the discussion in Spanish of the main facts of Spanish and Spanish-American geography, history, and customs, for the study of which the teacher will provide the material; the study of a grammar of moderate completeness; the use of a composition-book; writing from dictation.

Suitable texts for the third year are: *Taboada*, *Cuentos alegres*; *Isla's* version of the *Gil Blas*; *Selgas*, *La mariposa blanca*; *Perez Galdos*, *Dona Perfecta*; *Palacio Valdes*, *La Hermana San Sulpicio*; a collection of essays dealing with Spanish or Spanish-American life and customs; *Moratin*, *El si de las ninas*; *Larra*, *Partir a tiempo*; plays of the *Alvarez Qintero* brothers; plays of *Benavente*.

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### FOURTH YEAR SPANISH—ONE UNIT

#### THE AIM OF THE INSTRUCTION

At the end of the advanced course the pupil should be able, with the help of a vocabulary of special or technical expressions, to read difficult Spanish at sight; to write in Spanish a short essay on some simple subject connected with the works read, to put into Spanish a passage of simple English prose, and to carry on a conversation in Spanish. Moreover, prac-



tical considerations connected with the study of Spanish in this country suggest a certain amount of attention to the training of students in commercial correspondence and usages: teachers are advised to pay regard to such considerations, avoiding, of course, undue specializations in the premises.

### THE WORK TO BE DONE

This should comprise the reading of from 400 to 500 pages of Spanish, only difficult passages being explained in the class; the writing of numerous short themes in Spanish; the continued use of a grammar and a composition-book (or, possibly a manual of commercial correspondence); the study of syntax; and as much Spanish conversation as possible.

Suitable texts for the fourth year are: Novels of Blasco Ibanez, Fernan Caballero, Pardo Bazan, Pereda and Valera; Cervantes, Don Quixote (selections); plays of Benavente, Breton de los Herreros, Echegaray, Garcia Gutierrez, Gil y Zarate, Gomez de Avellaneda, Hartzenbusch, Lopez de Ayala, Martinez Sierra, Nunez de Arce, Perez Galdos, Tamayo y Baus; an anthology of verse; Becquer (selections).

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### GREEK

#### ONE TO THREE UNITS

A. Grammar: The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive.

Elementary Prose Composition, consisting principally of detached sentences to test the candidate's knowledge of grammatical construction.

The examination in grammar and prose composition will be based on the first two books of Xenophon's Anabasis.

B. Xenophon. The first four books of the Anabasis.

C. Homer's Iliad. The first three books of the Iliad (omitting II, 294-end) and the Homeric constructions, form and prosody.

F. Prose composition, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

G. Sight Translation of Attic prose of no greater difficulty than Xenophon's Anabasis.

BG. Xenophon, and sight translation of prose.

Homer's Iliad, I-III, and sight translation of Homer.

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### MATHEMATICS

#### MATHEMATICS A—ELEMENTARY ALGEBRA

##### ONE AND ONE-HALF UNITS

This requirement consists of the requirements Mathematics A1 and Mathematics A2 combined.

#### MATHEMATICS A1—ALGEBRA TO QUADRATICS

In this requirement are included the following topics:

(1) The meaning, use, evaluation, and necessary transformations of simple formulas involving ideas with which the pupil is familiar, and the derivation of such formulas from rules expressed in words.

(2) The graph, and graphical representation in general. The construction and interpretation of graphs.

(3) Negative numbers; their meaning and use.

(4) Linear equations in one unknown quantity, and simultaneous linear equations involving two unknown quantities, with verification of results. Problems.

- (5) Ratio, as a case of simple fractions; proportion, as a case of an equation between two ratios; variation. Problems.  
 (6) The essentials of algebraic technique.  
 (7) Exponents and radicals; simple cases.  
 (8) Numerical trigonometry.

#### MATHEMATICS A2—QUADRANTS AND BEYOND

In this requirement are included the following topics:

- (1) Numerical and literal quadratic equations in one unknown quantity. Problems.  
 (2) The binomial theorem for positive integral exponents, with applications.  
 (3) Arithmetic and geometric series.  
 (4) Simultaneous linear equations in three unknown quantities.  
 (5) Simultaneous equations, consisting of one quadratic and one linear equation, or of two quadratic equations of certain types. Graphs.  
 (6) Exponents and radicals.  
 (7) Logarithms.

#### MATHEMATICS B—PLANE GEOMETRY

##### ONE UNIT

The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Applications to the mensuration of lines and plane surfaces.

The candidate is provided with ruler and compasses. In default of these instruments, however, he will receive credit for a satisfactory freehand sketch showing all construction lines.

#### MATHEMATICS C—SOLID GEOMETRY

##### ONE-HALF UNIT

The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders, and cones; the sphere and the spherical triangle.

The solution of numerous original exercises, including loci problems.

Applications to the mensuration of surfaces and solids.

#### MATHEMATICS D—TRIGONOMETRY

##### ONE-HALF UNIT

In this requirement are included the following topics:

- (1) Definition of the six trigonometric functions of angles of any magnitude, as ratios.  
 (2) Circular measure of angles.  
 (3) Solution of simple trigonometric equations.  
 (4) Theory and use of logarithms, without the introduction of the work involving infinite series. Use of trigonometric tables, with interpolation.  
 (5) Derivation of the Law of Sines and the Law of Cosines.  
 (6) Solution of right and oblique triangles (both with and without logarithms) with special reference to the applications. Value will be attached to the systematic arrangement of the work.

## PHYSICS—ONE UNIT

## GENERAL STATEMENT

The following requirement in Physics has been planned so as to be equally suitable for the instruction of the student preparing for college and for the student not going beyond the secondary school.

I. The course of instruction should include:

- (a) A standard text-book for the purpose of obtaining a connected and comprehensive view of the subject. The student should be given opportunity and encouragement to consult other books and periodicals.
  - (b) Lectures. Especial emphasis should be placed upon lecture demonstrations to illustrate the facts and phenomena of physics in their qualitative aspects and in their practical applications. Striking and interesting developments in modern physics may well be introduced to diversify the course and to add interest from time to time; they should be presented in the form of lectures by the teacher and should not be regarded as material upon which the student is to be examined.
  - (c) Recitations. In the class work the general principles outlined in the syllabus should be emphasized and the student should be taught to apply these principles intelligently to the solution of simple and practical problems. In the solution of numerical problems, the student should be encouraged to make use of the simple principles of algebra and geometry to reduce the difficulties of solution. Unnecessary mathematical difficulties should be avoided and care should be exercised to prevent the student from losing sight of concrete facts in the manipulation of symbols.
  - (d) Individual laboratory work requiring at least the time of 25 double periods, two hours in the laboratory to be counted as equivalent to one hour of class-room work. The experiments performed by each student should number at least 25. The work should be so distributed as to give a wide range of observation and practice. The aim of laboratory work should be to supplement the pupil's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises should be chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They should be such as to yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.
2. Throughout the whole course attention should be paid to common illustrations and to industrial and household applications of physical laws.

## CHEMISTRY—ONE UNIT

The following requirement has been planned so as to be equally suitable for the instruction of the student preparing for college and for the student not going beyond the secondary school. To this end the requirement is divided into two parts.

Part I contains a minimum list of essential topics.

Part II is supplementary, and provides for a more extended program along the main lines, namely,

A. Descriptive chemistry.

B. Chemical principles or theories.

C. Applications of chemistry in the household or in the arts.

The teacher may thus devote the time to any two of the three groups indicated, and so adapt his course to local conditions or personal preference. It should be clearly recognized that thoroughness in teaching must not be sacrificed to an attempt to cover the topics named in all three of the groups.

It is required that the candidate's preparation in chemistry should include:

- (1) Individual laboratory work, comprising at least forty exercises selected from a list of sixty or more, not very different from the list below.
- (2) Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
- (3) The study of at least one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

#### PART I—MINIMUM LIST OF ESSENTIALS

The following outline includes such representative topics as should be studied in the classroom and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. For convenience of statement the topics are classified without reference to the proper order for presentation. The actual order will be determined by that employed in the text-book, or by the individual teacher himself.

The preparation, properties and uses of the following elements—hydrogen, oxygen, atmospheric nitrogen, chlorine; the properties and uses of carbon (including allotropic forms), sulphur, sodium, zinc, iron, copper and gold. In the case of the metals mentioned, the action of air, of water, and of dilute acids should be discussed.

The preparation (one method), properties and uses of the following compounds—hydrochloric acid, sodium chloride; sulphur dioxide, sulphuric acid (preparation by the contact process), hydrogen sulphide; calcium phosphate; carbon dioxide, including its relation to vital processes; carbon monoxide; calcium carbonate, calcium hydroxide; ammonia, ammonium hydroxide; nitric acid (including action on copper), nitric oxide; sodium nitrate, potassium nitrate; the properties and uses only of sodium carbonate and sodium acid carbonate.

The preparation, properties and uses of a few common organic substances, namely, petroleum products, ethyl alcohol, acetic acid, glucose, cane-sugar and starch.

The properties of the elements and compounds studied should be those which serve for recognition, or those which are related to some important use. The uses considered should be those of household or industrial importance.

A detailed study of air, including the nitrogen, oxygen, carbon dioxide, and water vapor; water and its properties; impure water and its relation to health, its treatment by boiling, distillation and filtration.

Simple types of chemical action—direct combination, decomposition, displacement of an element in a compound by another element, double decomposition; radicals as units in chemical action; order of activity of the common metallic elements; acids, bases, neutralization, and salts; the identification of a few substances by means of characteristic properties and reactions; quantitative character of chemical action as illustrated by one or two experiments.



The laws of Boyle and Charles, with simple problems in each separately; instances and statement of the laws of conservation of mass, conservation of energy, and definite proportions; illustration of the law of multiple proportions; reacting weights of elements; elementary statement of the atomic theory and its relation to the law of definite proportions; significance and use of atomic weights.

Valence in an elementary way; nomenclature as illustrated by simple inorganic compounds; use of formulæ in constructing and balancing equations; simple exercise in chemical arithmetic, the atomic weights and the formulæ of the compounds involved being given, calculation of (a) percentage compositions, (b) weights of substances concerned in chemical reactions, (c) the volume of gas resulting from a chemical reaction (the weight of a fume of gas resulting from a chemical reaction (the weight of a liter of the gas under the conditions of the experiment being given).

Energy change as characteristic of chemical action; combustion (in an elementary way); effect of concentration as illustrated by combustion in air and in oxygen; flame; oxidation by oxygen, and reduction by hydrogen and by carbon; catalysis, as illustrated by one or two simple examples of contact action; solution, degrees of solubility; separation of solids from solution, precipitation including crystallization (not crystallography); electrolysis, as illustrated by one or two cases.

Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody. The theoretical topics are not intended to form separate subjects of study, but should be taught only so far as is necessary for the correlation and explanation of the experimental facts.

It should be the aim of the teacher to emphasize, as opportunity offers, the essential importance of chemistry to modern civilization.

## PART II—SUPPLEMENTARY REQUIREMENT

A. Descriptive: The chief physical and chemical characteristics, the preparation and the recognition of the following elements: oxygen (ozone), hydrogen, carbon, nitrogen, chlorine; bromine, iodine, sulphur, phosphorus, sodium, aluminum, zinc; iron, lead, and copper.

The chief physical and chemical characteristics, the preparation and the recognition of some important compounds, namely, the compounds mentioned in Part I, and also the following substances: hydrogen peroxide; nitrous oxide; nitrogen peroxide; hydrochlorous acid and one salt; sulphurous acid and sodium sulphite; the sulphate and the chloride of calcium; aluminum sulphate and alum; the sulphate and the chloride of zinc; ferrous sulphate, ferrous chloride, ferric chloride, ferric oxide, and ferric hydroxide; the acetate and the carbonates of lead; litharge and red lead; cupric sulphate; the chlorides of mercury (preparation not required); silver nitrate.

In the case of the elements and compounds listed in both Part I and Part II, a more extended study is expected to be made for Part II.

B. Principles: Natural grouping of the elements; solvents and solubility of gases, liquids and solids, saturation; correction of gas volumes; law of multiple proportions; the atomic theory as a means of interpreting the fundamental chemical laws; two cases illustrating Gay Lussac's law of combining volumes; Avogadro's law of combining volumes; Avogadro's hypothesis, derivation of the hydrogen as  $H_2$ , proportionality between weights of like volumes of gases and molecular weights; simpler aspects of the theory of electrolytic dissociation in so far as necessary to explain electrolysis, neutralization and reactions to litmus paper of copper sulphate and sodium carbonate solutions; reversibility of chemical actions.

C. Applications: In the treatment of all the above topics, due consideration should be given to the more familiar industrial and household applications of the substances involved. In addition, the following topics

may be considered in some detail: treatment of waters for laundry and industrial purposes; soaps and washing powders; common fuels, operation of household stoves and furnaces; general classes of foods; simpler metallurgy of iron and steel; electrolysis as applied to electro-plating and the refining of metals; the simple chemistry of the internal combustion engine.

The examination questions will be confined to the above topics. In case the number of assigned periods is above the average, the teacher may include a larger amount of descriptive and theoretical chemistry, or interesting applications of chemistry to subjects like the removal of grease, rust, ink, and mildew stains; glass; cement; typical alloys; metallurgy of zinc and aluminum; important fertilizers photography; organic compounds like wood-alcohol, ether, chloroform, carbon tetrachloride, carbon disulphide, and explosives.

## BOTANY

### ONE-HALF TO ONE UNIT

The examination in botany will consist of three groups of five questions each, and the student must choose at least three questions from each group; a tenth may be chosen from any of the groups.

Group 1 will consist of five questions on the structure of plants.

Group 2 will consist of five questions of physiology, life-history, and classification of plants.

Group 3 will consist of five questions on the relation of plants to human welfare.

## ZOOLOGY

### ONE-HALF TO ONE UNIT

The examination in zoology will consist of three groups of five questions each, and the student must choose at least three questions from each group; a tenth may be chosen from any of the groups.

Group 1 will consist of five questions on the structure of animals.

Group 2 will consist of five questions on physiology, life-history, and classification of animals.

Group 3 will consist of five questions on the relation of animals to human welfare.

## PHYSIOLOGY

### ONE-HALF TO ONE UNIT

#### I. Plant Physiology.

(a) Functions of water in the plant; absorption (osmosis); path of transfer; transpiration; turgidity and its mechanical value.

(b) Photosynthesis; dependence on chlorophyll, light and carbon dioxide; evolution of oxygen.

(c) Respiration; necessity for oxygen; evolution of carbon dioxide.

(d) Enzymes; digestion and the translocation of foods; other reactions.

(e) (Optional) Nature of stimulus and response; irritability; geotropism; heliotropism; hydrotropism.

#### II. Animal Physiology.

General Physiology, involving the essentials of food getting, digestion, absorption, circulation, respiration, cell metabolism, secretion, excretion, locomotion, and nervous functions. This study should apply comparatively the elements of human physiology. So far as practical, structure and function should be studied together.

III. Comparison of the general life-processes in plants, animals, and man.

## GEOGRAPHY

## ONE-HALF TO ONE UNIT

The following outline includes only the most essential facts and principles of physical geography, which must be studied in the class room and laboratory. The order of presentation is not essential; it is recommended, however, that the topics be treated in general in the order given.

The field of physical geography in secondary schools should include (1) the earth as a globe, (2) the ocean, (3) the atmosphere, and (4) the land.

## AGRICULTURE

## ONE-HALF TO ONE UNIT

A course in Agriculture, arranged for a period of not less than thirty-six weeks, may be accepted for one unit of entrance credit. At least one-half of the time should be devoted to laboratory work. Note books should be presented.

## SHOP WORK

## ONE-HALF TO THREE UNITS

The following subjects will be accepted for admission: (1) carpentry and wood turning; (2) pattern making foundry work and forging; (3) machine shop work.

## DRAWING

## ONE-HALF TO THREE UNITS

Credit may be given for freehand or mechanical drawing or both. This subject yields one unit of credit.

BOOKKEEPING, ACCOUNTANCY, TYPEWRITING, STENOGRAPHY,  
COMMERCIAL ARITHMETIC AND COMMERCIAL LAW

## ONE-HALF TO THREE UNITS

Each of these subjects, covering a formal course of study at an accredited high school, yields a maximum of one unit.

## MUSIC

## ONE TO THREE UNITS

Credit may be given in harmony, history of music, musical appreciation, and instrumental music, including piano, organ, violin, and voice.

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DIVISION OF THE YEAR AND CREDITS

The College year begins the third Wednesday in September and closes the first Wednesday in June. It consists of one session of thirty-six weeks and is divided into two semesters, the winter semester, beginning with the opening of the school and closing January 31st, and the spring semester, beginning February 1st, and closing with the close of the school session.



Students are required to report promptly for duty at the opening of each semester. All students desiring to enter should make early application to the Registrar.

### REGISTRATION

All students must register at the beginning of each semester whether they were in residence the preceding semester or not.

Students are required to register in person at the University on the days designated for such purpose, between 9 o'clock in the morning and 4 o'clock in the afternoon.

All new students are required to register for the first semester on the Monday and Tuesday before the third Wednesday in September. Old students will register for the first semester on the third Wednesday in September. All students must register for the second semester the last Monday in January.

Any student failing to register on the days appointed for registration may do so on the payment of a late registration fee of one dollar (\$1.00) for each day late.

No student will be allowed to register in any semester after the end of the eighth scholastic day immediately following the days appointed for registration. No student will be allowed to register in any semester until he has paid all bills of the previous semester. Changes in registration must be made through the Registrar's office on blanks provided for that purpose. For any such changes the student must obtain the permission of the Dean and the instructors concerned.

No student will be allowed to make a change in his schedule of courses during a semester and after the expiration of the time allowed without the written consent of the Dean and the instructors concerned. No student will be allowed to change his program of studies after the end of the second week of any semester unless such change is unavoidable or is necessitated by a change in the University Schedule. A course once registered for may not be dropped without the permission of the Dean. A course dropped without permission is considered as a failure and is so recorded.

Registration includes payment of all charges as well as satisfying academic requirements.

A course of study pursued through a semester once a week yields a semester hour. Two hours of laboratory work count as one hour of recitation.

### EXAMINATIONS

Examinations are held at the close of each semester. These examinations are both oral and written and are required of all students. Any student who does not present himself for examination at the hour appointed forfeits his right to take that examination (except in case of illness) and will be considered as having failed.

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### SCHOLARSHIP GRADES

The quality of a student's work in a course shall be reported to the Registrar by the following grades: A, B, C, D, E, F, and I. A denotes excellent scholarship, B, good, C, fair, D, poor. E, indicates that the student has not passed but must take within six weeks of the following semester one extra examination to remove the condition; failing in this he must repeat the course. Work of the grade of E in any subject cannot be raised by examination to a grade higher than D. Work reported as of grade D, cannot be raised to a higher grade by examination. F, indicates failure; a student receiving such a grade must repeat the course when next such a course is offered. A grade of I, indicates that the course is incomplete; work reported incomplete at the end of any semester and not made up by the beginning of the corresponding semester of the following year can be given credit only by repetition in class.

A student will not be permitted to remain in the University in the second semester unless he passes without condition as much as six semester hours of work in the first semester; he will not be permitted to re-enter in September if he did not pass without condition at least twenty semester hours of work in the previous year. Such a student may not register again in the University without special permission of the Faculty.

Courses with grades A, B, C, and D, may be counted towards a degree, but not more than six semester courses on each of which an average grade of D has been made shall count as credit towards a degree unless the student has made an average grade of "C" or more in all of his work. A student thus deficient will not be allowed to carry in his fourth year more than a normal amount of work.

For determining Scholarship and for awarding honors the following system of point value corresponding to the above grades shall be adopted: A, 3 points; B, 2; C, 1; D, 0; E, -1; F, -2. The academic grades required for graduation must yield at least Forty (40) grade points.

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## HONORS

CUM LAUDE—75 per cent of the grades shall be A's, or B's of which at east 25 per cent must be A.

MAGNA CUM LAUDE—90 per cent be A's or B's, of which 60 per cent must be A and no grade must be below C.

SUMMA CUM LAUDE—All of the grades must be either A's or B's of which 75 per cent must be A.

Grades in Physical education are not considered in determining honors.

These distinctions at graduation are not bestowed upon any student who has not spent the last two years of his candidacy at the University.

## ABSENCE FROM CLASSES

Regular and punctual attendance on recitations is required of all students. Absences must be explained to the Dean of the College.

Daily report of all absences of students from classes must be made by each instructor and filed in the office of the Dean.

All absences excused or unexcused shall be made up to the satisfaction of the department concerned.

Any student who has been absent from fifteen per cent of the exercises to be held in a course whether the absences are unexcused or excused shall be debarred automatically from final examination in that subject. Students who have been excused by the President, Dean or Faculty will not come under this rule.

A student thus debarred from examination must repeat the course in class in order to obtain credit for it.

(Eight absences debar a student from examination in a course meeting four hours. Three unexcused absences in a three hour course, or four in a four hour course, shall debar a student from Final Examination in the same manner.) In each case he cannot secure permission to take the Final Examination except by written approval of the Instructor and Dean of College. Each absence incurred just before or after the Thanksgiving, Christ-

mas and Easter recess respectively shall be counted as two absences, excused or unexcused as the case may be.

#### CLASSIFICATION OF STUDENTS

Students in the College are grouped into four classes according to the records in the Registrar's office. The basis for this classification is as follows:

Seniors—Students who have credit for at least ninety-six (96) semester hours of work, and who have no conditions in the sophomore class.

Juniors—Students who have to their credit at least sixty-four (64) semester hours of work, and who have no conditions in the Freshman class.

Sophomores—Students who have credit for at least thirty-two (32) semester hours of work, and have no entrance conditions.

Freshman—All other students, not registered as unclassified, are ranked as freshmen, without regard to date of admission.

#### GRADUATION AND DEGREES

Credits are reckoned by semester hours. 128 semester hours are required for graduation. The maximum number of hours per week is 19; the minimum, 16.

To secure the Bachelor of Arts degree, the student is required to complete a course of study consisting of:

1. Certain prescribed courses amounting to 64 hours.
2. Courses in a major subject totaling 20 hours.
3. Courses in a minor subject to the amount of 9 hours.
4. Enough electives to bring his work up to the total requirement of 128 hours.

This makes a total of 16 hours per week throughout the four years.

All candidates for the degree of Bachelor of Arts are required to take the following courses:

	Semester hours
English .....	14
Natural Science .....	8
Ancient or Modern Language .....	12
Mathematics .....	10
Ethics .....	3
Psychology .....	3
English Bible .....	8
Social Science .....	6
Total .....	64

The 12 semester hours of Ancient Language shall be Greek for candidates for the ministry; others may take either Greek or Latin.

Candidates for the degree of Bachelor of Science are required to take the following courses:

	Semester hours
English .....	14
Mathematics .....	15
Major Science .....	20
Minor Science .....	12
English Bible .....	8
Modern Language .....	12
Total .....	81

A student majoring in Chemistry must acquire one year's credit in Physics. A student majoring in Physics, Chemistry, or Biology must do his minor work in one of the other natural sciences, Mathematics or Education. A student in Physics must acquire one year's credit in Chemistry.

Candidates for degrees must spend at least one year of residence at the University.

#### MAJORS AND MINORS

All candidates for graduation are required to present one major and one minor except students entering the Senior class from other Colleges. A major consists of 20 hours of college work; a minor of 9. In the case of candidates for the B.S. degree a minor consists of 12 hours.

Majors and minors shall be pursued without a break until completed.

Majors	Hrs.	Prerequisites	Major Courses
1. Biology	20	Biology 100-101 Math. 100-101	Biology 102, 103-104, 105 Psychology 100 and 108-109
2. Chem.	20	Math. 100-101 Physics 101-102 Chemistry 100-101	Chemistry 102, 103-104, 105, 106, 108-109
3. Classics	20	Latin 100, 101, 102, 103 Greek 100, 101, 102, 103	Latin 104, 105, 106, 107 Greek 104, 105, 106, 107, 108, 109, 110
4. Educa.	20	None	Education 100, 101, 102, 103, 104, 105, 106, 120 and one course in teaching of special subject.
5. English	20	English 100, 101, 102, 103, 105	English 104, 106, 107, 108, 112, 114, 115, 151, 152, 153 and 154.



Majors	Hrs.	Prerequisites	Major Courses
6. French	20	French 100, 101, 102, 103, 104, 105	French 110, 111, 112, 113 and other courses arranged with Department head
7. Greek	20	Greek 100, 101, 102, 103. Latin 100, 101	Greek 103, 104, 105, 106, 107, 108, 109 and 110
8. History	20	None	History 104, 105, 106, 107, 108 Economics 102, 103 or 104-105 and 106 and 107
9. Latin	20	Latin 100, 101, 102, 103 Greek 100, 101	Latin 104, 105, 106, 107 Other work to be arranged with Department Head
10. Math.	20	Math. 100, 101, 102, 103	Mathematics 105, 106, 107, 108, 109, 110
11. Phil.	20	None	Philosophy 101, 102, 103, 104, 105 Psychology 100, 103, 104, 105, 108
12. Physics	20	Math. 100, 101, 104, 105, 106 Physics 102, 103	Physics 108, 109, 110, 111, 112, 113, 118, 119, 114, 115, 116, 117, 121
13. Psychol.	20	None	Psychology 100, 101, 102, 103, 104, 105, 106, 107, 108, 109 Philosophy 101, 102, 103, 104, 105
14. Sociol. & Economics	20	History 100, 101 Economics 100-101 Sociology 100-101	Economics 102, 103, 104, 105, 106, 107 Sociology 102, 103, 104, 105

Candidates for the Bachelor of Arts degree will major in one of the following subjects:

Ancient Language.  
Modern Language.  
History.  
Psychology.  
Social Science.

Candidates for the Bachelor of Science degree will major in one of the following subjects:

Chemistry.  
Physics.  
Biology.  
Mathematics.  
Education.

A student may minor in any subject of the same group from which he elects his major or in any allied subject of another group.

A student may also change his major from one group to another provided he obtains in writing the consent of the Dean of the College of Arts and Sciences and the Professor of the major subject. A record of such a change will be kept in the office of the Registrar.

Work done in the Sophomore year may be counted as major or minor work.

The subjects for the first two years are for the most part described. Recitation periods are 60 minutes in length.

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### SYSTEM OF ELECTIVES

To provide for the required concentration and distribution of electives, in the Junior and the Senior year, the various departments of the University are grouped under three general divisions as follows:

1. Language Group.	2. Science Group	3. Social Science Group.
English.	Biology.	History.
French.	Chemistry.	Education.
German.	Mathematics.	Economics.
Greek.	Physics.	Psychology.
Latin.		Philosophy.
		Ethics.
		Sociology.

### JUNIOR YEAR

Not later than the fifteenth of May of the Sophomore year, each student shall hand in to the Registrar a list of electives for the Junior year specifying the department chosen for concentrated study and the particular courses in this and other departments. This list must have the written approval of the head of the chosen department and the Dean before it will be accepted by the Registrar. The remaining hours required to make a total of not less than 32, shall be free electives in any subject open to Juniors. Three hours, however, must be taken in Psychology unless this subject has already been chosen as a major or minor. No Junior will be permitted to pursue more than five subjects at one time.



## SENIOR YEAR

Not later than May 15 of the Junior year, each student shall hand in to the Registrar a list of electives for the Senior year, specifying the department chosen for concentrated study and the particular courses in this and other departments. This list must have the written approval of the head of the chosen department and the Dean before it will be accepted by the Registrar. The remaining hours required to make a total of not less than 32, shall be free electives in any subject open to Seniors except that 3 hours must be taken in Ethics, provided this subject has not already been chosen as a major or a minor. No Senior will be permitted to pursue more than five subjects at one time.

## DESCRIPTION OF COLLEGE COURSES

### 1927-1928

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The following Departments comprise the courses of instruction in the College:

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#### DEPARTMENTS

Department of Biology.

Department of Chemistry.

Department of Economics.

Department of Education.

Department of English.

Department of Geography.

Department of Greek.

Department of History.

Department of Latin.

Department of Mathematics.

Department of Modern Languages.

Department of Philosophy.

Department of Physical Education.

Department of Physics.

Department of Psychology.

Department of Religion.

Department of Sociology.

## PRE-MEDICAL COURSE

In keeping with present and late requirements of medical schools Pre-Medical and Pre-Dental courses are being offered which meet the needs of students contemplating a medical or a dental course. Students planning to take these courses must present fifteen units of admission. After completing these courses students may become candidates for a degree by complying with the conditions for the same.

Required Subjects	Pre-Medical Course
Chemistry .....	12 Semester Hours
Physics .....	8 Semester Hours
Biology .....	8 Semester Hours
English .....	8 Semester Hours
French or German .....	8 Semester Hours

No student in the Freshman class will be permitted to register for more than one science in a semester.

Required Subjects	Pre-Dental Course
Chemistry .....	8 Semester Hours
Physics .....	4 Semester Hours
Biology .....	8 Semester Hours
English .....	4 Semester Hours

Students are advised to take eight hours of Physics and Biology respectively.

No student in the Freshman class will be permitted to register for more than one science in a semester.

Due to the fact that Medical Schools are giving preference to men with College degrees, we advise that all Pre-Medical and Pre-Dental students pursue four years of College work.

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## DEPARTMENT OF BIOLOGY

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### General Biology

BIOLOGY 100-101

**General Biology**, including a general survey of plant and animal life with a detailed study of the various types both of plants and animals. Two recitation periods a week and two 2 hour periods of laboratory work for the course, throughout the year. Credit, 8 hours.

## BIOLOGY 102

**Embryology**, with slide studies of the chick and frog. The laboratory work includes an introduction to embryological technique and dissection of the early stages of representative vertebrates. Two recitation periods a week and two 2-hour periods of laboratory work for the course. Prerequisite: Biology 100 and 101. Credit, 4 hours.

## BIOLOGY 103

**Comparative Anatomy**—A study of the general organal changes in vertebrates. This course is designed to meet the needs of those students desiring the study of medicine. Two recitations a week and two 2-hour periods of laboratory work for the course. Prerequisite: Biology 102. Credit, 4 hours.

## BIOLOGY 104

**Genetics and Eugenics** — Recitations, lectures and laboratory work. Prerequisite: Biology 100 and 101. Credit, 4 hours.

## BIOLOGY 105

**Bacteriology** — An introduction to the principles of bacterial physiology, and to general bacteriological techniques. Prerequisite: Biology 100, 101, 102, 103, 104. Credit, 4 hours.

## BIOLOGY 106-107

**Botany** — This course deals with the more detailed study of plant life and serves as a continuation course after Biology 100 and 101. Recitations, laboratory, and field work. Credit, 4 hours.

## BIOLOGY 108

**Human Physiology**—A study of the nervous, circulatory, lymphatic, respiratory, excretory, and other systems of the human body. Designed to bring out more clearly the structure and functions of these. Three recitations a week. Prerequisite: Biology 100 and 101. Credit, 3 hours.

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DEPARTMENT OF CHEMISTRY

## CHEMISTRY 100-101

**General Inorganic Chemistry**—Lectures, conferences, and written exercises (three times a week) and laboratory work (one three hour exercise a week).

This course is intended for students who have never studied Chemistry before. It may be taken, however, by students who have presented Chemistry for admission but will count for only one-half the semester hours. Eight semester hours credit.

#### CHEMISTRY 103

**General Inorganic Chemistry**—Lectures, conferences, and written exercises (three times a week) and laboratory work (one three-hour exercise a week). First semester. Four semester hours credit.

This course is intended for students who have presented Chemistry for admission but may be taken by others who satisfy the instructor of their fitness to profit by it.

#### CHEMISTRY 102

**Theoretical Organic Chemistry**—Lectures, conferences and written exercises (three times a week. This is a semester course and is offered only in the first semester. Three semester hours credit.

This course is open to students who have passed Chemistry 100 or its equivalent.

#### CHEMISTRY 104-105

**Qualitative Analysis**—Lectures, conferences, and written exercises (three hours a week) and laboratory work (6 hours a week). Six semester hours credit. Each semester.

This course is open to students who have passed Chemistry 100 or its equivalent.

#### CHEMISTRY 106

**Quantitative Analysis**—Not offered 1928-'29.

#### CHEMISTRY 107

**History of Chemistry** — Lectures, conferences, and written exercises (three hours a week). This course is a semester course and is offered only in the second semester. Three semester hours credit.

Chemistry 107 is open only to students who have passed Chemistry 100 or Chemistry 101, and who have a sound elementary knowledge of Physics.

## CHEMISTRY 108

**Experimental Organic Chemistry**—Chiefly laboratory work (six hours a week). This is a semester course and is offered in both semesters. Three semester hours credit.

This course is open to students who have passed Chemistry 100 or its equivalent and who have passed or are taking Chemistry 102.

## CHEMISTRY 111-112

**Industrial Chemistry** — Lectures, written exercises, and field trips. This course is a study of the application of chemistry to industry.

This course is open to students who have passed Chemistry 100-101, 102, 108, 104-105 and Physics 100-101.

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DEPARTMENT OF ECONOMICS

## ECONOMICS 100-101

**Principles of Economics**—A general course for students in all departments and foundation for advanced work in Economics and Business Administration. In this course the most important characteristics of our industrial system are considered. Analysis is made of the chief problems connected with the four economic problems of production, exchange, distribution, and consumption of wealth. The second half of the course (Economics 101) emphasizes the application of general principles to the solution of specific economic problems. First and Second semesters, three hours a week. Credit, three hours for each semester. Sophomore class.

## ECONOMICS 102

**Labor Problems**—The problems growing out of modern industrial employment, including the policies and methods of trades' unions and employers' associations and the movement toward Industrial Democracy, are considered. First semester, three hours a week. Prerequisite: Economics 100-101. Credit, three hours, Junior and Senior classes.

## ECONOMICS 103

**Labor Problems (continued)** — Special attention is given to the Negro labor. A survey is made of his position in labor with a special reference to the labor union. An intensive study and survey is made of Negro labor in



West Virginia. Second semester (three hours a week). Credit, three hours. Junior and Senior classes. Prerequisite: Economics 102.

#### ECONOMICS 104

**Distribution**—A study of more important theories of rents, interests, wages, and profits, as well as an examination of the existing distribution of the wealth and income of the people of the United States. First semester, three hours a week. Credit, three hours. Prerequisites: Economics 100 and 101. (Not offered in 1928-'29). Junior and Senior classes.

#### ECONOMICS 105

**Consumption of Wealth**—A study of the laws of consumption and factors affecting the standard of living. This course deals primarily with the economy of saving and spending as applied to individuals and family incomes. Second semester, three hours a week. Credit, three hours. Prerequisite: Economics 100-101. (Not offered in 1928-'29). Junior and Senior classes.

#### ECONOMICS 106-107

**Seminar in Economics** — Reports and discussion of articles in scientific economic journals; critical examination of some economic problems in current discussion and recent legislation. Both semesters, two hours a week. Credit, two hours for each semester.

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### DEPARTMENT OF EDUCATION

An instructor in teacher-training has been supplied to the University by the Negro Division of the State Department of Public Instruction with the purpose of enabling the institution better to prepare teachers for the schools of North Carolina.

The courses below are designed primarily to train prospective high school teachers. Upon the completion of six semester hours the State Department grants a high school teacher's certificate, Class C; twelve semester hours, Class B; eighteen semester hours, Class A.

The work of the Department of Education has been thoroughly organized so as to meet the requirements

outlined in the laws governing the issuance of High School certificates after July 1, 1928.

#### EDUCATION 100

**Introduction to Education** — This course is designed with a three-fold purpose in view: (First) to give the student a brief view of the historical development of education; (Second) to show something of the present day development, aim, tendencies and problems of education so that the student will be better able to select his courses wisely. This course is offered to Sophomores. Three semester hours. Second semester. Text: Cubberly, Introduction to Education.

#### EDUCATION 101

**Educational Psychology** — This course treats of the characteristics and development of original traits of the mind. The students are taught the relation of the mind to the most economical procedure of learning.

Text: Gates' "Psychology for Students of Education." Three semester hours. First semester.

#### EDUCATION 102

**History of Education**—This course treats of the history of education from primitive days to modern times. A general survey is given of the history of education as a back-ground for the study of American Education. The course shows that the history of education is a vital part of the history of civilization and includes an account of political and social theories in so far as they affect educational progress. Text; Parker. Three semester hours. First semester.

#### EDUCATION 103

**The Principles of Secondary Education** — The course gives the methods and principles of instruction in high schools. The factors involved in the course are: (a) The nature of the pupil; (b) The character of social ideals; (c) The means and materials available for educational purposes.

Text: "Principles of Secondary Education." Inglis. Three semester hours. Second semester.

#### EDUCATION 104

**Class-Room Management**—This course is designed to prepare teachers to do effective and economical work in

the classroom. The modern methods of control and supervision of classroom work are given students.

Text: Englehardt and Strayer. Three semester hours. Second semester.

#### EDUCATION 105

**Methods of Teaching in High Schools** — The course treats of principles and methods of learning and teaching high school subjects. The student is given an opportunity to do observation and practice work in the High School Department of the University.

Text: *Methods of Teaching in High Schools*. Parker. Three semester hours. First semester.

#### EDUCATION 106

**Tests and Measurements**—The purpose of this course is to learn the methods of utilizing tests and scales for measuring the intelligence of individuals. Measures of statistics are taught, and the student learns to use test results. Text: Trabue, "Measuring Results in Education." Three semester hours. Second semester.

#### EDUCATION 107

**Teaching of History**—The work of this course deals with the methods of conducting the courses in history for high schools. Practice problems of learning history are discussed. Emphasis is placed on working out projects and complex situations in the practice-teaching connected with this course. Text: *The Teaching of History*—Johnson. Two semester hours. Second semester.

#### EDUCATION 108

**Teaching of English**—Careful consideration of formal grammar; the aims, values and methods of teaching composition and literature; the course of study, and such factors as pertain to the teaching of English in high schools. Prerequisite: Eighteen hours credit in English. Two semester hours. First semester.

#### EDUCATION 109

**The Teaching of Mathematics**—This course deals with the aims and values of mathematical study; the course of study in mathematics for the secondary school; classification and critical consideration of special methods. Three hours. Prerequisite: Eighteen hours credit in Mathematics.

## EDUCATION 110

**The Teaching of Social Sciences**—A consideration of such topics as the aims of history teaching in secondary schools; the relative value of the subject; the organization of material; the use of the instruction. Three hours. Prerequisite: Eighteen hours in History. First semester.

## EDUCATION 111

**The Teaching of Modern Languages**—This course covers the following subjects and problems: Values and aims of language study; the psychology of language; history and evaluation of methods of teaching; choice of texts, examination, phonetics, and extra classroom activities. Three hours. Prerequisite: Eighteen hours credit in French, Spanish or German.

## EDUCATION 112

**The Teaching of Natural Sciences**—A study of the development and formulation of the principles which are fundamental to all science training, and the explanation of principles and methods of teaching that are especially applicable to the several sciences of the high school curriculum. Three hours a week. Credit, three hours. Prerequisite: Eighteen hours in the Natural Sciences.

## EDUCATION 113

**The Teaching of Latin**—This course is a brief survey of the methods which have from century to century been used in teaching Latin. Students will be required to visit classes with a view of observing the use and methods discussed in classes. Three hours a week. Prerequisite: Eighteen semester hours of Latin.

## EDUCATION 115

**Practice Teaching**—Each student who is qualifying for a first class high school certificate must do at least thirty hours of practice teaching during the last semester of his senior year in the subject in which he is majoring. This work is done in an accredited high school under the direction of the head of the department in which he is majoring after he has observed and studied materials and methods of the subject.

## EXTENSION COURSE

In connection with the Department of Education Extension Courses are offered for the Teachers of the City of Charlotte and Mecklenburg County. The courses offered are similar to those of the University.

The State Department of Education has made conditions possible for teachers to raise or to renew their certificates through the Extension work. The course is open to all teachers holding Elementary "B" certificates and above.

Elective for courses 104 and 105. Educational Sociology. Text: Clow. Three semester hours. Tests and Measurements. Text: Starch. Three semester hours.

Credit for work is allowed by the State Department towards raising a certificate, but no credit is granted by the University.

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## DEPARTMENT OF ENGLISH

### ENGLISH 100-101

**English Composition** — This course is prescribed for Freshmen. It gives instruction in the theory and practice of English composition. Themes, conferences, recitations and lectures. Four times a week. Both semesters.

### ENGLISH 102

This course is intended to give further practice in English composition. Readings from masterpieces of prose composition supplement the practice in writing. Compulsory for Sophomores. Three times a week. First semester.

### ENGLISH 103

A course designed for men who receive grades lower than C in course 102. It may also be prescribed for students who are recommended by other departments as deficient in English. The procedure in this course is informal, the intention being to adapt the subject matter of the course to exigencies of the moment.

### ENGLISH 104-105

History and development of English Literature in outline from its beginning to 1900. Lectures, collateral reading, reports, and quizzes. Open to Juniors and Seniors. Three times a week, throughout the year.



## ENGLISH 106

**Public Speaking**—An intensive course in the preparation and delivery of the oral composition. Emphasis is laid on delivery. The poem, the proclamation, the declamation, the oration, the after-dinner speech, the nominating speech, the anniversary speech, the congratulatory speech, the eulogistic speech, the formal and informal address. This course does not touch debating. Classroom and public presentations. Three hours a week. First semester.

## ENGLISH 107

**Argumentation and Debate**—The theory and practice of debating. The course is taken from a textbook, which serves as a guide. The Carnegie Library is used for sources of information. Private and public debating. Compulsory for Sophomores. Three hours a week. Second semester.

## ENGLISH 108

**Milton**—The major and minor poems, excepting "Paradise Regained." Significant prose selections. Open to Juniors and Seniors. Three times a week. First semester.

## ENGLISH 109

**Shakespeare**—About ten plays are studied. This is supplemented by lectures and readings on Shakespeare's England, his life, and his development as a dramatist. Open to Juniors and Seniors. Three times a week. Second semester.

## ENGLISH 114-115

**Theory and Practice in the Little Theatre Dramatic Art**—A study of dramatic art in our Little Theatre of today. As a background to the course frequent references are made to "Playwrights of the New American Theatre" by Thomas E. Dickinson, and "Conversations of Contemporary Drama," by Cayton Hamilton. The course is in two features.

A. The Theory and Art of The Theatre.

B. Stage Craft and Production of Plays.

At least six plays are presented in the course. Stage planning, lighting, scenic decoration, property selection, acting, management and presentation of stage constitute the work of the course. Open to Juniors and Seniors. Three hours a week. Both semesters.



## ENGLISH 151

**American Literature**—The plan of this course is the same as that followed in course 104. Open to Juniors and Seniors. Three times a week. Second semester.

## ENGLISH 152

**The English Novel from Richardson to Scott**, with some attention to the origin and development of the picturesque genre in England. Half course. Three times a week. First semester.

## ENGLISH 153

**The English Novel from Dickens to the Present Time.**—This course is a continuation of course 151. Half course. Open to Juniors and Seniors. Three times a week. Second semester.

## ENGLISH 154

**Nineteenth Century Poets**—Wordsworth, Coleridge, Keats, Shelley, Bryon, Scott, Tennyson, Browning, Rossetti, Swinburne, and Morris are stressed. A representative amount of the original works are read. Critical standards are discussed. Open to Juniors and Seniors. Three times a week. Second semester.

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## DEPARTMENT OF GEOGRAPHY

## GEOGRAPHY 100

**Physical, Commercial and Industrial Geography** — In this group of courses the student is led to study intensively these three great divisions of Geography for the purpose of giving him a broader world view and more accurate interpretation of life of the peoples of the world. This course is required for those students who are preparing themselves to teach science in the high schools of the State and is recommended for all students who offer work in the Sciences for their major. Three semester hours a week throughout the year.

## DEPARTMENT OF GREEK

## GREEK 100-101

This course is open to those who have no admission credit in Greek, and consists of the rudiments of the language. Three hours.

First and second portions of Frisbee's Greek Grammar, together with Xenophon's Anabasis. Three recitations a week. Three hours credit.

## GREEK 102-103

**Euripedes, Hecuba or Medea: (1928-1929)**—The Hecuba.

**Euripedes: Alcestis** — The following course will be given in both semesters. (a) Advanced Greek Grammar. Text Book: Smyth's Greek Grammar for Colleges and Schools. (b) Syntax based upon the specified author. Three recitations a week. Prerequisites: Greek 100 to 102 or two units of High School Greek.

## GREEK 104

**Aeschylus: Prometheus Vincit** — This course will also consist of: Advanced Greek Grammar. Text Book: Smyth's Greek Grammar for Colleges and Schools. (b) Syntax based upon the specified author. Three recitations a week.

## GREEK 105

**Demonsthenes: Philippics 1-3**—This course will also consist of (a) Advanced Greek Grammar. Text Book: Smyth's Greek Grammar for Colleges and Schools. (b) Syntax based upon the specified author.

## GREEK 106

**Either the Iliad or Odyssey of Homer; for 1928-1929** portions from the Iliad will be read.

## GREEK 107

**Either Plato's Apology or Crito or Euthyphro, together with the subject matter 1927-1928, Crito**—The following course will be given in 106 and 107: (a) Simple unseens from authors not previously specified. (b) Greek Prose Composition. Text Book: Pearson's Greek Prose. (c) Principles for construing at sight. (d) Syntactical Criticism. (e) Scansion. Five recitations a week. Refer-

ence books: (a) Homeric Greek by Pharr; (b) Greek Literature by H. N. Fowler. Prerequisite to 107. An average of B. in 100 to 106.

## GREEK 108-109

Portions will be read either from Herodotus 1-4, or from Thucydides.—For 1928-1929, Herodutus 1-4.

## GREEK 109

The Republic of Plato, books one and two, together with the subject matter—The following course will be given in 108-109: (a) Advanced unseens from authors not previously specified. (b) Greek Prose Composition. Text Book: Pearson's Greek Prose. (c) Principles of construing at sight. (d) Syntactical Criticism. (e) Scansion. Three or five recitations a week. Reference Books: (a) Liddell and Scott's Abridged Dictionary. (b) Greek Literature by H. N. Fowler. (c) Nettleship's Lectures on the Republic.

Greek 106 to 109 are arranged to meet the desire of those who intend to major in the language.

## GREEK 110

Greek Testament: 1st Epistle General of Peter—The scope of study will embrace translation, exegesis, syntax, and historical survey. Two recitations a week.

## GREEK 111

One of the Pastoral Epistles—The scope of study will embrace translation, exegesis, syntax and historical survey. Two recitations a week.

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DEPARTMENT OF HISTORY

## HISTORY 100

Mediaeval Europe—The period covered is that extending from the beginning of the barbarian expansion in 375 A. D. to the discovery of America in 1492. The subject matter is approached from the standpoint of social psychology. The aim is to give the student a better knowledge of the process in which Europe was formed out of nationalities into nations; to acquaint the student with the various historical methods; to give him defini-

tions of the fundamental concepts through the medium of which history must be interpreted, e.g., institution, trend, nationality, social organization, social evolution, social progress, social forces, empire, cultural assimilation, migration, and conquest. Freshman Class. First Semester. Three hours a week.

#### HISTORY 101

**Modern Europe**—Begins with the opening of the sixteenth century and extends to the end of the Great War. The first half of the semester is given to the study of the religious forces in modern Europe, the Reformation in Germany, France, Switzerland, England and Italy. The second half of the semester is devoted to the study of growth of nationalism and the development of the forces of the democratic revolutions. Special attention is given to the expansion of Europe. Prerequisite: History 100. Second Semester. Three hours a week. Freshman Class.

#### HISTORY 102

**History of England to 1688**—Attention is here given to the invasions of the early German tribes, the fusion of the races in England common law, the growth of liberty and the development of parliamentary government. Prerequisite: History 100 and 101. First semester. Three hours a week. Sophomore class.

#### HISTORY 103

**History of England Since 1688** — This course deals largely with the struggles against the King, the development of constitutional government, the expansion of England as an empire, and the influence of English institutions abroad. Prerequisite: History 102. Second semester. Three hours a week. Sophomore class.

#### HISTORY 104

**History of the United States to 1840**—A study of the institutions and the economic and social life of the institutions and the economic and social life of the English colonies, including also a treatment of the efforts of the Spanish and French to extend their territory in North America. The revolutionary movement and the formation of the United States will be emphasized. This course will cover also foreign complications, national development, the differing interests of the North and South, westward migration, the tariff, and the United States

Bank. A thesis is required. Prerequisite: History 100 and 101. Three hours a week. Junior class.

#### HISTORY 105

**The History of the United States from 1840 to the Present Time**—This course requires a more intensive study of the conflicting interests of the North and South than is expected of a student pursuing History 104. Slavery and abolition will constitute the significant topics of this course. Attention will be given to the compromise measures intended to prevent the impending conflict to the whole country and especially the Negro will be carefully studied. A thesis is required. Prerequisite: History 104. Second semester. Three hours a week. Junior class.

#### HISTORY 106

**Renaissance and Reformation**—The instructor is here primarily concerned with the survey of the transition period from Mediaeval to Modern Europe, the Italian Renaissance, Christian art, the development of the sciences, the rise of Protestantism, the Catholic reaction, and the expansion of commerce. Given in alternate years. Prerequisite: History 100 and 101. First semester. Three hours a week.

#### HISTORY 107

**The Revolutionary Movement in Europe from 1740 to 1870**—This course begins with the European situation during the reign of Frederick the Great and deals with such upheavals as those of 1789, 1849 and 1870. Although much attention must be given to personages figuring conspicuously in these political conflicts, the social and economic influences will not be overlooked. Given in alternate years. Prerequisite: History 100 and 101. Second semester. Three hours a week.

#### HISTORY 108

**Recent European History, 1870-1913**—The effort here is to set forth the important changes in European States since the Franco-German War. International conflicts, commercial rivalry, and diplomatic relations will be treated with some detail to bring out the European entanglements and the causes leading to the outbreak of the World War. Prerequisite: History 100 and 101. (Omitted 1928-1929. Three hours throughout the year.



DEPARTMENT OF LATIN

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The undermentioned courses in Latin are offered:

## LATIN 100-101

**Ovid: Metamorphoses 1 or 2;** or one of the books of Virgil 7-12. For 1928-'29, Virgil 10.

**One of the books of Livy**, not usually used in High School will be read. Either Livy 21 or 22. For 1928-1929, Livy 21. The course will also consist of advanced Latin Grammar in which the principles of the language will be dealt with. Text Book: Harkness Complete Latin Grammar.

Syntax will also be given and this will be based upon the specified author. Prerequisite: Four units of High School Latin.

## LATIN 102-103

**Selections will be read from Horace—**For 1928-1929. Horace Odes and Epodes.

## LATIN 103

**Selections will be read from either the Captivi and Trinummus of Plautus, or from Adelphi and Phormio of Plautus—**This course will also consist of Advanced Latin Grammar, in which the principles of the language will be dealt with. Text Book: Harkness Complete Latin Grammar.

Syntax will also be given, and this will be based upon the specified author. Three recitations a week.

## LATIN 104-105

**Either Juvenal's Satires or Pliny's Letters will be read.** For 1928-1929, Juvenal Satires.

## LATIN 105

**Tacitus Agricola, or Germania —** For 1928-1929, the Germania. This course will also consist of:

- (a) Simple Unseens (from authors not previously specified).
- (b) The principles for translating at sight.
- (c) Syntactical Criticism.
- (d) Latin Prose Composition.
- (e) Scansion.



Five recitations a week. Prerequisite to 104 and 105, an average of B in 100 to 103.

LATIN 106-107

**Selections from the Eclogues and Georgics of Virgil.** Portions of the Annals of Tacitus will also be read. For 1928-1919 Tacitus Annals 11-16.

This course will also consist of:

- (a) Advanced Unseens (from authors not previously specified).
- (b) The principles for translating at sight.
- (c) Advanced Latin Prose Composition.
- (d) Syntactical Criticism.
- (e) Scansion.

Five recitations a week.

Latin 104-107 are arranged to meet the desire of students who intend to major in the language.

Reference Books:—

- (a) Latin Dictionary by C. J. Lewis.
- (b) Roman Literature by H. N. Fowler.
- (c) Sellar's Virgil.
- (d) Sellar's Roman Poets of the Republic.
- (e) Sellar's Horace and the Elegiac Poets.

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DEPARTMENT OF MATHEMATICS

MATHEMATICS 100

**Advanced Algebra**—A course beginning with a complete treatment of elementary topics and continuing with advanced topics such as progressions, mathematical induction, complex numbers, theory of equations, probability, determinants and partial fractions. First semester. Five hours a week. Text: Hart's College Algebra.

MATHEMATICS 101

**Plane Trigonometry**—The course will cover the following topics: trigonometric functions of angles; solution of triangles; measurement of angles; functions of multiple angles; logarithms; inverse functions; complex numbers; DeMoivre's theorem. Three hours credit. Text: Rothrock's Plane and Spherical Trigonometry.

## MATHEMATICS 102

**Solid Geometry**—Sequel to Plane Geometry—a practical course in the geometry of space, lines and planes, polyhedra, cylinder and cone and sphere.

Miscellaneous theorems, supplementary topics and exercises are included. Two hours credit. Second semester. Text: Wells and Hart's Solid Geometry.

## MATHEMATICS 103

**Elementary Analysis**—It is the purpose of this course to present those portions of Mathematics (algebra, analytic geometry, trigonometry) which are of importance to the students of the social sciences who are not planning to take advanced courses in Mathematics. Special permission must be obtained in order to take this course. Three hours credit. Text: Elementary Mathematical Analysis, Young and Morgan.

## MATHEMATICS 104

**Plane Analytic Geometry**—This course will begin with a survey of the more important formulas of plane geometry and trigonometry. The following topics will be covered thoroughly: Cartesian co-ordinates, the straight line, the circle, transcendental curves, parabola, hyperbola, tangents, parametric equation and loci. Mathematics 100, 101, and 102 are an essential to good progress. Three hours credit. First semester. Text: Fine and Thompson's Co-ordinate Geometry.

## MATHEMATICS 105

**Differential Calculus**—The course begins with the topic variables and functions, and is followed by a discussion of the theory of limits. The elementary principles of differentiation are taken, as well as their rules. The following make up the remaining portion of this course. Simple differentiation of trigonometric functions, differentials, curvature, partial differentiation. Prerequisite: Mathematics 100, 101, and 104. Four hours credit. First semester. Text: Carmichael and Weaver's, The Calculus.

## MATHEMATICS 106

**Integral Calculus** — This is a continuation of Mathematics 106, and the following topics are treated zealously: Integration, the rules of integration, the definite integral, integration of rational fractions, integration by

substitution, parts, and partial integration. Prerequisite: Mathematics 105. Four hours credit. Second semester. Text: Same as Mathematics 105.

#### MATHEMATICS 107

**Theory of Equation**—This course is open to advanced students of mathematics. A study will be made of: complex numbers, cubic and quartic equations, graph of equations, determinants, constructions with ruler and compasses, isolation of roots, solution of numerical equations. Special permission must be given in order to take this course. Five hours credit. First semester. Prerequisites: Mathematics 105, 106. Text: Dickson's Theory of Equation.

#### MATHEMATICS 108

**Differential Equations**—The course aims to meet the needs of students who wish to study engineering, advanced physics or major in pure Mathematics. The course will cover: formation of differential equations, equations of the first order and the first degree, singular solutions, applications to geometry mechanics and physics, linear equations, exact and particular forms, equations of the second order. Five hours credit. Second semester. Prerequisite: Mathematics 105 and 106.

Text: Murray's Differential Equations.

#### MATHEMATICS 109

**Solid Analytic Geometry**—This course is a continuation of Mathematics 104. The work includes an intensive study of Cartesian coordinates in space, the plane and straight line in space, special surfaces (sphere, cylinder and cones), transformation of coordinates, equations of the second degree in three variables, forms, classification and properties of quadric surfaces, tetrahedral coordinates. Mathematics 103 is a prerequisite. Three hours credit. Second semester.

Text: Snyder and Sisam's Analytic Geometry of Space.

NOTE:—All courses are semester courses. The advanced courses are offered to students who are majoring and minoring in mathematics and to students preparing for engineering work.

## DEPARTMENT OF MODERN LANGUAGES

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ELEMENTARY FRENCH

## FRENCH 100-101

These courses are for students who have had no previous knowledge of French. They will consist of a careful study of the essentials of French Grammar, translation in French of sentences illustrative of the elementary rules, and reading of easy French prose. Three hours a week throughout the year. Six hours credit.

## FRENCH 102-103

Intended for students who have taken 100 or 101 or its equivalent. These courses will complete the study of the essentials of elementary grammar. Three hours a week, throughout the year. Six hours credit.

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INTERMEDIATE FRENCH

## FRENCH 104

Offered to students who have had sufficient knowledge of grammar and vocabulary to read at sight ordinary French prose. This work will consist of a study of French syntax; translation of French prose; translation into French; oral practice. Prerequisite: French 100 and 101. Three hours credit. First semester.

## FRENCH 105

Intended for students who have taken French 104 or its equivalent. The work of this course will consist of a continuation of the study of syntax; translation into French; oral practice. Three hours a week for second semester. Three hours credit. Prerequisite: French 104.

## FRENCH 106-107

**Composition and practice in speaking French** — The object of these courses is to give the students a thorough appreciation and a certain facility in the use of the French language as an instrument of expression. The exercises will consist of composition and conversation, based upon topics of practical everyday French. Three hours a week throughout the year. Prerequisite: French 104-105.

## ADVANCED FRENCH

## FRENCH 110-111

**These courses are survey courses in French Literature**—They will include a study of the origin of the language and consideration by lectures and readings of the most celebrated authors up to the eighteenth century.

Students will be required to write themese and reports in French. Three hours a week throughout the year. Six hours credit. Prerequisite: French 104 and 105.

## FRENCH 112

**History of the French Drama**—General survey of the development of the French Drama from its origin to Beaumarchais (end of the eighteenth century). Readings and discussions of the most representative plays of the different periods. Two hours a week. First semester. Prerequisites: French 110, 111 must be taken as parallel courses.

## FRENCH 113

**General survey of the French drama from Beaumarchais to the present time**—Reading and discussion of the most representative plays of the different periods. Two hours a week. Second semester. Two hours credit.

## FRENCH 115

**Survey of Modern French Literature**—Rapid reading and discussion of significant poetry, novels and drama of the present day, accompanied by talks on the general tendencies of French thought before and during the war. Conducted in French. Three hours a week. First semester. Prerequisites: French 110-111.

## FRENCH 116

**French Literature in the Nineteenth Century** — The course deals with trends of thought in the nineteenth century as exemplified by representative works of the chief novelists, dramatists and poets. After a survey of the Romantic Movement, special attention will be paid to contemporary writers. The contributions of modern France to History and Philosophy will receive consideration as well as the tendencies and development of present-day literature. Lectures, assigned readings, class discussions and reports on special topics will form the



basis of the work. This course, like French 115, will be conducted in French. Three hours a week. Second semester. Prerequisite: French 115.

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## GERMAN

### GERMAN 100-101

These courses comprise a thorough drill in elementary grammar and composition. Three periods a week. Throughout the year.

### GERMAN 102-103

These courses are a continuation of the drill in the non-difficult points of syntax to enable the student to use his knowledge with facility and to state it correctly in the technical language of grammar. Such mastery of words and forms is required as to enable the student to read at sight more difficult prose. Three periods a week through the year.

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## DEPARTMENT OF PHILOSOPHY

### PHILOSOPHY 100

**Introduction to Philosophy**—The aim of this course is to acquaint the student with the terms, problems and theories which lie back of our present day thinking. Second semester. Three semester hours credit.

### PHILOSOPHY 101

**Logic** — A study of mental processes that constitute good thinking, attention, observation, memory, reflection, association, assertion, judgment, definition, proof, induction. Three semester hours. First semester.

### PHILOSOPHY 102

**Ethics**—A study of moral origins and the application of ethical principals to concrete personal and social problems. Three semester hours. Second semester.

### PHILOSOPHY 103

**History of Ancient Philosophy**—This course embraces a study of the history of philosophical speculation from the earliest Greek thinkers to the Middle Ages. Three semester hours of credit. First semester.



## PHILOSOPHY 104

**History of Modern Philosophy**—This course follows the main line of modern philosophical opinion from Francis Bacon to John Dewey. This course continues course 103 but does not presuppose it. Three hours credit. Second semester.

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## DEPARTMENT OF PHYSICAL EDUCATION

## PHYSICAL EDUCATION 100

This course in Physical training will consist of Physical drill, personal contact drill, calisthenics, gymnasium work, group games and mass athletics. They are designed to improve body control and strength, to stimulate the development of Mental and Physical alertness, to establish habits of regular exercise and to give experience in various kinds of recreative sports that will be useful in later years. All members of the University teams will not be required to attend this course while they are on squads. Required of all Freshmen. This course meets two periods a week.

## PHYSICAL EDUCATION 102

This course is a continuation of the Freshman course with a more strenuous application of organized games. All sophomores will be urged to participate in some form of intercollegiate sport. All members of the University teams will not be required to attend the course while they are on the squads. This course meets two periods a week. Required of all Sophomores.

## PHYSICAL EDUCATION 104

This course is designed to acquaint the students with practical methods of personal hygiene and to give the student a thorough understanding of basical hygienic methods. This course is an elective. One hour a week.

**NOTE:**—The hours taken in Physical Education are taken irrespective of program limitations and do not count towards the 128 required for graduation.

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## DEPARTMENT OF PHYSICS

Courses 100 and 101 are elementary, for students who do not offer physics for entrance or whose preparation has been poor. Courses 100-101, 102-103, 104-105, 106-

107, are intended for pre-medical and pre-engineering students and as a fundamental preparation in College Physics for students of science.

PHYSICS 100-101

**Elementary Physics**—Two laboratory and three recitation or lecture hours a week.

PHYSICS 102-103

**General Physics** — Mechanics and the Properties of matter, Sound and Wave Motion, Heat and Radiation, Electricity and Magnetism, Optics. Two lectures and two recitations a week each semester. Prerequisite: Physics 100-101, or High School Physics; also given to others who satisfy the instructor of their fitness to profit by it.

PHYSICS 104-105

**Physics Laboratory**—Parallel Physics 102-103. Two hours a week each semester.

PHYSICS 106-107

**Problem Courses**—Solution of problems in Physics 102-103. Two hours a week each semester counts as one semester hour. Parallel Physics 102-103.

PHYSICS 108-109

**Mechanics** — Kinematics, Fundamental Dynamical Principles; Statics of Particles and of Rigid Bodies; Kinetics of Particles and of Rigid Bodies. Four hours a week each semester. Prerequisites: Physics 102 and Mathematics 106. Text: Prescott's Mechanics of a Particle; Longman, Green & Co., Rigid Body.

PHYSICS 110-111

**Electricity and Magnetism**—General Principles, Electrostatics; Magnetostatic; Electrodynamics of Direct Current Circuit; Introduction to the Theory of alternating currents. Four hours a week each semester. Prerequisite: Physics 108-109 and Mathematics 106. Text: Starling's Electricity and Magnetism (Longman, Green & Co.)

PHYSICS 112-113

**Optics**—Geometrical and Physical Optics. Four hours a week. First semester. Prerequisite: Physics 107 and Mathematics 106. Text: Houston's Treatise on Light (Longman, Green & Co.) Not offered in 1928-'29.

## PHYSICS 114-115

**Molecular Physics and Modern Developments in Physics**—Three hours a week each semester. (Not offered in 1928-1929).

## PHYSICS 116-117

**Heat and Elementary Thermodynamics**—Three hours a week. First semester. Text: Edser's Heat for Advanced Students.

## PHYSICS 118

**Advanced Physics Laboratory and the Precision of Measurements**—This course is designed to meet the needs of the students entering the Medical and Engineering fields. This is in accordance with the requirements of the American Medical Society. Three hours a week. Second semester.

## PHYSICS 121

**History of Physics** — Three hours a week. Second semester. Not offered in 1928-1929.

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## DEPARTMENT OF PSYCHOLOGY

This department offers courses in the main division of mental science, psychology.

The general aims are: (1) to give the student a knowledge of the characteristics of mental life and the laws governing psychic processes; (2) to give the student a knowledge of and appreciation for the attempts which have been made to solve the problems of existence; and (3) to encourage the student to apply his knowledge in interpreting our educational, political, moral, social, and religious problems.

## PSYCHOLOGY 100

**General Psychology**—This course is designed to give a general survey of the main problems, principles and methods of psychology; to give the student a practical knowledge of the characteristics of mental life and laws governing it; and to prepare him for advanced work in psychology and education. This involves text-book work, lectures, collateral reading, reports, and simple experiments. Three semester hours credit. First semester. Text: Woodworth Psychology.

## PSYCHOLOGY 101

**Educational Psychology**—See Education 101. Three semester hours. First semester.

## PSYCHOLOGY 102

**Child Psychology**—The purpose of this course is to give prospective teachers a practical knowledge of the physical and mental nature of school children. This course is based on a recognition of the child as a product of evolution, heredity, and environment. Special stress is laid on the significance of infancy and the characteristics which mark the various stages of growth of the child from infancy to maturity. An important place is given to the study of instincts and emotions, with reference to their nature, development, and use and expression. Observation and study of school children form a part of the work, thus making the child the actual basis of study. The course involves text-book work, lectures, collateral reading, and reports. Prerequisite: Psychology 100 and 101. Three hours. First semester. Text: Child Guidance, Blanton—Blanton. (Not offered in 1928-'29).

## PSYCHOLOGY 103

**Social Psychology**—A study of the mental life of the racial group that make up the population of the United States with a view of throwing light on certain fundamental problems. A special study is made of the insane, the feeble-minded, and the criminal, and methods of dealing with these classes are suggested. Presupposes course 100. Three hours. Second semester.

## PSYCHOLOGY 104

**Abnormal Psychology**—This course deals with mental disorder ssuch as insanity and degeneracy and with states of consciousness such as illusions, hallucinations, and sleep and dreams. Junior year. Prerequisite: Psychology 100. Four semester hours. Second semester. Text: Morton Prince, Abnormaml Psychology. (Not offered in 1928-1929).

## PSYCHOLOGY 105

**Psychology of Adolescence**—This course is intended for those who expect to teach in high schools. A thorough study is made of the physical, mental, and moral nature of the adolescent. Junior year. Second semester. Three hours. Text: Kirkpatrick, Psychology of Adolescence.

## PSYCHOLOGY 106

**Genetic Psychology**—A study of mental development in the lower animals and man and the relation of mind to environment. Three semester hours. Second semester. Text: E. A. Kirkpatrick, *Genetic Psychology*. (Not offered in 1928-1929).

## PSYCHOLOGY 108-109

**Experimental Psychology**—These courses are elementary courses in experimental psychology. They deal with (a) sensation—upper and lower threshold; visual, auditory, cutaneous, and olfactory sense qualities; their laws and combinations; (b) Reactions—reflexes; habits; sensory-motor learning; coordination, volitional contact; fatigue, etc; .c) Ideation-association; and logical memory; learning. Simple experiments planned to introduce the student to the methods and viewpoint of the recent Gestalt Movement. Prerequisites or corequisites of this course are Psychology 100 and Psychology 101, or their equivalents. Only students who are majoring in either Psychology or Philosophy will be permitted to take this course. Five semester hours, each semester. Text: *Experimental Psychology*, Langfeld and Allport.

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DEPARTMENT OF RELIGION  
ENGLISH BIBLE

## Studies in the Old and New Testament

## BIBLE 100-101

The aim of these courses is to set forth the Divine purpose as revealed in the early history of the race, especially that of the ebrews. A close study is given to the history of the lives of the Patriarchs along with a study of the development of Israel as a nation. A study of the life of Christ by St. Mark is also given. One period weekly for Freshmen throughout the year.

## BIBLE 102-103

The student may acquire a knowledge of God's Dealings with the chosen people as set forth in the purely historical books of the Old Testament. A study of the Life of Christ by St. Luke is given. One period a week for Sophomores throughout the year.



## BIBLE 104-105

The aim of these courses is to acquaint the student with the providential dealings of Jehovah in affairs of his people during the division of the kingdom; the fall of the two kingdoms and a study of the life of Christ by St. John. One period a week for Juniors throughout the year.

## BIBLE 106-107

These courses offer opportunity to study prophetic messages which set forth Messianic hope. Time will be given also to the study of Hebrew Poetry. Passages giving glimpses of the social life and customs of the Hebrews will be studied as a part of the work for the year. A study of the life of Christ by St. Matthew is also given. Once a week for Seniors throughout the year.

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## DEPARTMENT OF SOCIOLOGY

## SOCIOLOGY 100

**Principles of Sociology**—A study of the fundamental principles of Sociology involved in the origin, structure, and development of society and its great social institutions. A study of the development of human association with a view of discovering the law of social progress. This course is a general one and is designed to make a survey of the field and lay the basis for special courses.

The class-room work is conducted by means of lectures, assigned readings and discussions. First semester, three hours a week.

## SOCIOLOGY 101

**Practical Sociology**—An analysis of some of the most important modern problems. A study of the population of the United States in regard to increase, distribution, nativity, sex, age, groups, material condition, religious, educational and industrial institutions. Second semester, three hours a week. Prerequisite: Sociology 100.

## SOCIOLOGY 102

**Race Problems**—Growth, distribution and tendency of population, segregation, occupation, crime, waval statistics. The development of methods of assimilation policies; social and economic status of the Negro; current



tendencies in racial development; interpretation of sentiments and opinions; the wishes, attitudes, idealization and race consciousness of the Negro. This course is also a study of the progress of the Negro as to home ownership, education, religion and business. Prerequisite: Sociology 100. First semester, three hours a week.

## SOCIOLOGY 103

**The Family**—Historical evolution of the family; biological basis of the family; its functions, and relation to social development; the family as an institution of social control; forces making for family disintegration. Prerequisite: Sociology 100. Second semester, three hours a week.

## SOCIOLOGY 104

**Social Pathology**—A study of the extent, significance and constructive treatment of the principal forms of pathological social conditions; feeble-mindedness, insanity, prostitution, poverty, crime, alcoholism, vagrancy, suicide, degeneracy, juvenile delinquency, methods of social reform. Investigations, reports and critical discussions. Prerequisites: Sociology 100 and 101. First semester, three hours a week.

## SOCIOLOGY 105

**The Social Survey**—A study of psychic principles underlying social order and social progress. An attempt to discover and utilize the most satisfactory techniques for studying social phenomena. The social significance of economic changes. Sociological bases for determining values, educational programs and public policies. Assigned readings and critical discussions. Open to students doing major work in Sociology. Thesis required. Second semester, three hours a week.

## HIGH SCHOOL DEPARTMENT

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Rated by North Carolina State Department of Education  
as 1-A High School

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### FACULTY

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REV. H. L. McCROREY, D.D., LL.D.  
President

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S. D. WILLIAMS, A.B.  
Principal—Science and History

---

E. L. RANN, A.M.  
English

---

E. A. CHISHOLM  
Agriculture

---

R. L. DOUGLASS, A.M.  
Mathematics

---

J. D. MARTIN, Ph.D.  
Latin

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W. E. HILL  
Printing

## REQUIREMENTS FOR ADMISSION

All applicants for admission to the High School must be at least fourteen years of age and must furnish satisfactory testimonials of good moral character.

Beginning with September, 1928, only the Fourth Year High School will be maintained, and all candidates for admission must present twelve units of credit, which must include the following: 1 unit Algebra; 3 units English; 1 unit History; 1 unit Science; 1 unit Geometry; 2 units Foreign Language or 1 unit of French.

### ADVANCED STANDING

Candidates seeking admission to advanced standing must present credentials sent direct to the Registrar from the school last attended. The High School Department reserves the right to examine a student in any subject presented for credit.

In the event, however, that candidates admitted to a class fail to show ability to do creditably the work of the class, he will be withdrawn from that class and placed in a lower class.

## COURSES OF INSTRUCTION

The High School gives thorough and systematic instruction in the subjects required for admission to standard colleges. Students completing this course, and not desiring to pursue further their studies, have a good foundation for useful citizenship.

All classes meet five days a week except Bible, which meets only one day a week.

The letters indicate the number of courses as found in the description of courses. The recitation periods are fifty-five minutes in length.

### THIRD YEAR

#### BOTH SEMESTERS

Required Subjects:

Mathematics C

English C

Bible C

Students must elect two of the following subjects, one of which must be a foreign language:

Agriculture A

Greek A

Latin C

French A

### FOURTH YEAR

#### BOTH SEMESTERS

English D

Physics

Bible D

History

#### ELECTIVES

Take two of the following subjects:

Greek B

Latin D

French

Mathematics, Solid Geometry

## DESCRIPTION OF COURSES

### AGRICULTURE

The campus consists of 85 acres, which is devoted to lawns, parks, truck gardening, farming and raising livestock. Much of the foodstuff and the livestock for the boarding department is produce on the farm. Most of the work is done by the students, which gives them a large experience in practical agriculture in farm crops, home gardening, truck gardening, care for and beautifying and keeping the campus and grounds sanitary.

**Agriculture B**—The aim of the course is to give the student a knowledge of agriculture which will enable him to become a more efficient leader in his community as a gardner, a farmer, teacher, or minister, both in the city and in the rural district.

### BIBLE

Course D embraces the work of reading and studying the principal narrative episodes of Genesis, Exodus, Samuel, Kings, Joshua, Judges, Ruth and Esther.

Emphasis is laid upon a study of the principal characters and outstanding events. One period weekly during the fourth year.

### ENGLISH

The study of English in the High School has three main objects, which are of equal importance and significance: (1) command of correct and clear English, spoken and written; (2) ability to read with intelligent understanding and (3) the requirement of a knowledge of English and American Literature so as to understand and appreciate the works of the masters.

**English D**—English and American Literature is given an intensive study. Advanced Composition and Grammar are reviewed. Text: English and American Literature, Tappan. For study: Emerson's Essays, Hamlet, Jane Eyre, The Last of the Mohicans.

### FRENCH

**French B**—Reading, Grammar and Composition. The aim of this course is to enable the student to read rapidly and intelligently modern French prose and poetry of average difficulty; to cultivate an appreciation for French language and literature and to acquire some knowledge of French life and customs. Oral or written composition

based on the texts will be required. Open only to students who have successfully completed one unit of French.

#### GREEK

**Greek B**—The work of this course consists in reading four books of Xenophon's *Anabasis*, with careful reviews of forms and syntax.

#### HISTORY

**United States History and Civics** — This subject is treated from a rational standpoint as well as having due regard for the facts, and on a plane more advanced than is usually accorded a study of this kind. The chronological order of the text is closely followed at first, then comes a review when a topical syllabus is used. Research work and supplementary reading are given. Students are tested upon the assigned readings.

Text: United States History. Beard and Beard.

Civics—American Democracy—Forman.

#### LATIN

**Latin E**—First and Second semester: The *Aeneid* of Virgil is read. Thorough practice is given in sight reading. The story of Aeneas is made illuminating by its impressive and lofty sentiments expressed with its language and verse reaching the imposing heights and grandeur. Special attention is given to scanning. Pure grammatical questions are made secondary to the acquisition of power and ability to read accurately. Prerequisite: Latin C and D.

Allen and Greenough New Revised Latin Grammar will be the Standard of References throughout the course.

#### MATHEMATICS

**Mathematics C**—Geometry. The five books of Plane Geometry are completed and some time is given to the study of symmetry, maxima, and minima. Great care is given to obtain accuracy of statement and clearness of reasoning on the part of the pupil. Originality is encouraged.

Text-book: *Essentials of Geometry*. Smith.

#### NATURAL SCIENCES

**Physics**—The aim of this course is to give a simple presentation of, and a reasonable insight into some of the fundamental laws, including properties of matter, mechanics, heat, electricity, light and sound. Accompany-

ing the work of the text-book, much time is given to experimental work, illustrating principles considered. Three recitations and four laboratory periods a week.

#### PROMOTION AND GRADUATION

The grade requirements for promotion is the same as that of the School of Arts—an average of D in each study.

Students graduating from the High School will receive a diploma of graduation, which entitles them to admission into the Freshman class.

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### DEGREES, DIPLOMAS 1927

#### HONORIS CAUSA

##### DOCTOR OF DIVINITY

Rev. G. P. Watkins, Martinsville, Va.

Rev. B. R. Smyth, Crocket, Texas

Rev. J. L. Phelps, Keysville, Ga.

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#### IN COURSE

##### SCHOOL OF RELIGION

##### BACHELOR OF DIVINITY

Alexander, L. Calvin

Cowan, Robert N.

Jones, Warren C.

Prince, Abraham H.

Ward, John H.

##### SCHOOL OF ARTS AND SCIENCES

##### BACHELOR OF ARTS

Adams, Albert A.

Avery, Eugene L.

Bailey, Wm. E.

Brown, Lucius S.

Butler, George T.

Costner, Dwight

Douglas, J. Davis

Douglas, J. T.

Fórbes, Henry L.

Goore, Curley G.

Gregg, Newton L.

Gunn, Theodus

Hardy, Wayne

Jennings, Wendell P

Jones, Joseph T.

Lord, Alonzo R.

Murphy, Carlton L.

Parker, Raymond W.

Rollins, Andrew M.

Shute, Charles H., Jr.

Spearman, Julian J.

Stewart, Chas. B.

Stinson, Wm. B.

Thompson, Roy W.

Watt, Robert L.



## HIGH SCHOOL

Adams, Paul B.	McCrorey, John H.
Anglin, James E.	McDowell, Edward
Bryan, Roscoe F.	McKee, J. A.
Brewer, Ulysses L.	Martin, Thos. M.
Burden, Phillip	Patterson, Henry
Coleman, Williard M.	Person, John
Crawford, Romeo	Pratt, R. H.
Dockery, Robert W.	Powell, John W.
Ellis, James O.	Pressley, John
Ellis, Ralph W.	Smith, James L.
Evans, John E.	Taylor, Horace G.
Fletcher, W. H.	Thompkins, Robert E.
Foulkes, W. H.	Tolbert, T. M.
Holloway, Herbert C.	Tolbert, Campbell A.
Hemphill, James	Travis, Samuel H.
James, Albert T.	Walker, Heath
Jenkins, Pliny W.	Walker, Alexander M.
Knights, Mikell	Williams, Oliver B.
Lee, Roy H.	Woodson, Samuel W.
Lindsay, William H.	Wright, Isaac N.

## CLASSIFICATION OF STUDENTS

## SCHOOL OF THEOLOGY

## SENIOR CLASS

1

Walker, Harry O., A.B. .... Mt. Airy, N. C.

## MIDDLE CLASS

4

Corothers, James C. .... Rock Hill, S. C.  
 Fortune, Allen E., A.B. .... Elliott, S. C.  
 Van Landingham, Seth G. .... Charlotte, N. C.  
 White, Charles H., A.B. .... Louisburg, N. C.

## JUNIOR CLASS

2

Brewer, J. L., A.B. .... Pageland, S. C.  
 Burke, J. L. .... Mooresville, N. C.

## SCHOOL OF ARTS AND SCIENCES

## SENIOR CLASS

32

Alston, Justus M.	Oxford, N. C.
Battle, Fred D.	Warwick, Ga.
Beaver, Frank M.	Winnboro, S. C.
Belton, William E.	Rock Hill, S. C.
Caviness, Alvin C.	Hot Springs, Ark.
Davis, Joseph B.	Lynchburg, Va.
Dawson, Arlando R.	Wilson, N. C.
Dockery, Geo. R.	Statesville, N. C.
Edwards, Lee H.	Anniston, Ala.
Foster, Harvey L.	Mocksville, N. C.
Gilliard, Thos. E.	Sumter, S. C.
James, Ernest L.	Darlington, S. C.
Jenkins, T. A.	Charlotte, N. C.
Johnston, Robert J.	Statesville, N. C.
Jones, W. W.	Waynesboro, Ga.
McKeithen, Geo. E.	Sanford, N. C.
McKenzie, Ray	Jacksonville, Fla.
Massey, Leo. M.	Monroe, N. C.
Monroe, Seth G.	Wilmington, N. C.
Oglesby, McKinley	Charlotte, N. C.
Perry, W. A.	Brunswick, Ga.
Plair, Theodore L.	Jacksonville, Fla.
Scales, William D.	Reidsville, N. C.
Shute, Raymond A.	Charlotte, N. C.
Steele, Terry A.	Mocksville, N. C.
Thomas, Herman H.	Bennettsville, S. C.
Thorpe, Charles M.	New York, N. Y.
Williams, Clarence E.	Georgetown, S. C.
Williams, Henry E.	John's Island, S. C.
Woodbury, David H.	Georgetown, S. C.
Woodson, John W.	Roanoke, Va.
Young, LeRoy	Charlotte, N. C.

## JUNIOR CLASS

41

Belton, John M.	Rock Hill, S. C.
Blakeney, L. L.	Pageland, S. C.
Blount, J. A.	Portsmouth, Va.
Blue, David C.	Newark, N. J.

Brown, Hemphill	Leeds, S. C.
Byrd, Wm. L.	Chester, S. C.
Cannaday, James O.	Oxford, N. C.
Chavis, V. H.	Wadesboro, N. C.
Crater, Robert L.	Pine Bluff, Ark.
Dusenberry, P. R.	Asheville, N. C.
Evans, A. C.	Apex, N. C.
Hayes, B. J.	Louisburg, N. C.
Jones, A. A.	Zebulon, N. C.
Jones, J. A.	Spring Hope, N. C.
Lowe, Baxter E.	Lexington, N. C.
Lyerly, G. G.	Salisbury, N. C.
McDonald, Eugene	Charlotte, N. C.
McKee, John A.	Statesville, N. C.
McKnight, S. S.	Charlotte, N. C.
Malloy, E. F.	Laurinburg, N. C.
Marshall, H. L.	Cheraw, S. C.
Massey, G. E.	Monroe, N. C.
Murphy, John	Ridgeway, Va.
Newell, G. F.	Clarkton, N. C.
Oglesby, D. A.	Charlotte, N. C.
Ozier, C. W.	Brunswick, Ga.
Perry, G. W.	Charlotte, N. C.
Pope, J.	Maxton, N. C.
Powe, A. S.	Cheraw, S. C.
Powe, H. I.	Cheraw, S. C.
Ricks, R. A.	Knoxville, Tenn.
Scipio, J. O.	Chadbourn, N. C.
Scott, Arthur	Blackstock, S. C.
Squire, James A.	Washington, D. C.
Steele, C. M.	Danville, Va.
Steele, L.	Mocksville, N. C.
Waddell, Alphonso W.	Cleveland, N. C.
Whiteman, J. Henry	Wilmington, N. C.
Williams, George	Wilmington, N. C.
Wilson, J. T.	Washington, D. C.
Young, James T.	Wake Forest, N. C.

## SOPHOMORE CLASS

Anderson, J. J.	Stanley, N. C.
Brewer, A. S.	Charlotte, N. C.
Brown, John Wm., Jr.	Charlotte, N. C.
Carson, John Harold	Morganton, N. C.
Clement, Arthur J., Jr.	Charleston, S. C.

Davis, P. E.	Okmulgee, Okla.
Davidson, William L.	Charlotte, N. C.
DeVane, Cato C.	Kerr, N. C.
Diamond, Junius	Charlotte, N. C.
Dusenbury, J. A.	Asheville, N. C.
Erwin, Claude F.	Morganton, N. C.
Erwin, Everard J.	Morganton, N. C.
Flack, M. R.	Alexander, N. C.
Flowe, David L.	Rock Hill, N. C.
Foulks, T. T.	Greensboro, N. C.
Glenn, B. L.	Newnan, Ga.
Graves, H. C.	Charlotte, N. C.
Griswold, Theodore R.	Dudley, N. C.
Harrington, Alton T.	Newark, N. J.
House, E. A.	Asheville, N. C.
Jenkins, E. H.	Charleston, S. C.
Johnson, Troy A.	Statesville, N. C.
Jones, Roseboro E.	Dawson, Ga.
Justice, J. H.	Charlotte, N. C.
Kirkpatrick, R. P.	Charlotte, N. C.
LaSaine, Thomas A.	Charleston, S. C.
McCorkle, Paris P.	Charlotte, N. C.
Manley, Albert E.	Asheville, N. C.
Muldrow, L. G.	Charlotte, N. C.
Pettway, Dempse	Warrenton, N. C.
Pressley, E. M.	Columbia, S. C.
Ray, Arthur Kea	Hardwick, Ga.
Roberts, W. S.	Kings Mountain, N. C.
Scales, William	Dunellen, N. J.
Somerset, LeGrande	Whiteville, N. C.
Stinson, Joseph O.	Chester, S. C.
Taylor, J. O.	Brooklyn, N. Y.
Taylor, J. D.	Darien, Ga.
Townes, Eddie Mosley	Reidsville, N. C.
Ury, J. B.	Charlotte, N. C.
Vick, Robert Elliott	Wilson, N. C.
Walker, Felix	Charlotte, N. C.
Watkins, C. C.	Reidsville, N. C.
Whitehead, M. J.	Rocky Mount, N. C.
Williams, Henry E.	Lumberton, N. C.
Wilson, J. P.	Ridgeway, Va.
Wilson, O. L.	Brunswick, Ga.

## FRESHMAN CLASS

125

Adams, L. L.	Gastonia, N. C.
Adams, Paul B.	Helena, Ark.
Ancrum, J.	Maxton, N. C.
Anderson, R. E.	Sumter, S. C.
Anglin, E. J.	Martinsville, Va.
Avant, Edward R., Jr.	Durham, N. C.
Avent, Charles Green	Fayetteville, N. C.
Benson, Jack G.	Charlotte, N. C.
Biggers, S. P. L.	Gastonia, N. C.
Biggs, Hopson L.	Greenville, S. C.
Black, Harry D.	Red Springs, N. C.
Boulware, Marcus H.	Chester, S. C.
Brewer, Ural L.	Pageland, S. C.
Brinkley, William S.	Overhill, N. C.
Brock, Benjamin	Sumter, S. C.
Brodie, William P.	Charlotte, N. C.
Brown, Theodore R.	Cleveland, Ohio
Bryan, Roscoe F.	Georgetown, S. C.
Bryant, James H.	Rocky Mt., N. C.
Byers, Oscar L.	Mooreville, N. C.
Bynum, Wilfred L.	Kinston, N. C.
Byrd, Crosby H.	Anniston, Ala.
Coleman, Willard M.	Asheville, N. C.
Crawford, Wm.	Clinton, N. C.
Curry, Francis D.	Olar, S. C.
Daniels, P.	Oxford, N. C.
Davis, Freeman	Kenansville, N. C.
Davis, William M.	Raleigh, N. C.
Devane, Cassell S.	Kerr, N. C.
Dockery, D. W.	Statesville, N. C.
Dunmore, Ralph H.	Georgetown, S. C.
Ellis, James O.	Lexington, N. C.
Fields, Wallace T.	Pine Bluff, Ark.
Fleming, Fred A.	Fayetteville, N. C.
Fleming, Oliver W.	Morganton, N. C.
Fletcher, William H.	Rockingham, N. C.
Foster, Robert A.	Charlotte, N. C.
Fowkles, Wyatt M.	Leaksville, N. C.
Frink, Emmett B.	Southport, N. C.
Goodwin, Thomas	Charlotte, N. C.
Hamilton, Julian L.	Savannah, Ga.
Hardy, Daniel	Walsonburg, N. C.
Hawkins, M. A.	Newport, Ark.

Haygood, Galveston	Charlotte, N. C.
Henderson, Herbert B.	Charlotte, N. C.
Henry, Jethro R.	Steubenville, Ohio
Hill, Charles A.	Charlotte, N. C.
Hipps, William A.	E. Spencer, N. C.
Holloway, Herbert C.	Morganton, N. C.
Horne, Delaney A.	Asheville, N. C.
Houston, James, Jr.	Brunswick, Ga.
Jackson, Moses J.	Dalzell, S. C.
James, A. T.	Charlotte, N. C.
Jeffers, Thebaud	Durham, N. C.
Jefferson, Harry M.	Darlington, S. C.
Jenkins, Pliny W.	Charlotte, N. C.
Jones, Edward	Charlotte, N. C.
Jones, Grover W.	Wilson Mills, N. C.
Jones, Henry E.	Asheville, N. C.
Jones, James	Margarettsville, N. C.
Jordan, Othello Von	Brunswick, Ga.
Jordan, Vonner D.	Brunswick, Ga.
Justice, Walter B.	Raleigh, N. C.
Judkins, Alexander	Clayton, N. C.
Kibler, J. D.	Charlotte, N. C.
Knights, Mikell	Edisto Island, S. C.
Leake, Hercules W.	Savannah, Ga.
Lee, Roy H.	Union Mills, N. C.
Lindsay, Hudson Wm.	Spartanburg, S. C.
Little, Wm. D.	Rockingham, N. C.
Long, Sheldon N.	Franklinton, N. C.
Long, Samuel G.	Franklinton, N. C.
Longshore, Wm.	Gastonia, N. C.
McCain, Harold C.	Charlotte, N. C.
McCall, Wilbur L.	Marion, S. C.
McCrorey, J. H.	Chester, S. C.
McDowell, Edward A.	Statesville, N. C.
Macon, Robert A.	Chester, S. C.
Marshall, Clarence	Cheraw, S. C.
Martin, John W.	Charlotte, N. C.
Martin, T. M.	Charlotte, N. C.
Massey, J. P.	Monroe, N. C.
Mattox, Booker T.	Morristown, Pa.
Miller, Mason	Mooresville, N. C.
Moore, Craig Wm.	Concord, N. C.
Morgan, Hoyle F.	Kings Mt., N. C.
Murray, J. A.	Mebane, N. C.
Neeley, Geo. W.	Barber, N. C.
Patterson, Morris H.	Memphis, Tenn.



Patterson, J. C.	Morganton, N. C.
Patton, Thaddeus, Jr.	Waynesville, N. C.
Person, John C.	Carthage, N. C.
Pethel, W. A.	Charlotte, N. C.
Phelps, Ray	Anniston, Ala.
Potts, Eugene	Charlotte, N. C.
Powell, John L.	McKeesport, Pa.
Pride, P. G.	Charlotte, N. C.
Reid, Jasper L.	Wilson, N. C.
Rice, Grady G.	Woodruff, S. C.
Roddy, P. W.	Charlotte, N. C.
Scott, C. C.	Lumberton, N. C.
Scott, Lewis	Blackstock, S. C.
Shade, Kenneth M.	Wilson, N. C.
Shelley, Walter F.	Rocky Mt., N. C.
Smith, W. L.	Knoxville, Tenn.
Stinson, Julian L.	Charlotte, N. C.
Stowe, Paul	Charlotte, N. C.
Taylor, Horace G.	Abbeville, S. C.
Thompkins, Robert E.	Mannboro, Va.
Thompson, Henry T.	Greer, S. C.
Thompson, Lewis H.	Columbia, S. C.
Tolbert, Campbell A.	Lincolnton, N. C.
Tolbert, Theodore	Lincolnton, N. C.
Travis, Samuel H.	Martinsville, Va.
Tucker, James H.	Brookneal, Va.
Walker, Caesar	Chester, S. C.
Washington, George	Seneca, S. C.
Whitten, J. Warren	Roanoke, Va.
Williams, Elmore	Anniston, Ala.
Williams, George M.	Kinston, N. C.
Williams, Oliver	Newberry, S. C.
Williams, Percy T.	Method, N. C.
Wilson, Strickler O.	Philadelphia, Pa.
Woodson, Samuel W.	Roanoke, Va.
Wright, I. N.	York, S. C.

## SPECIAL STUDENTS

Goring, E. U. D.	Georgetown, B. Guiana
Osabutey, Isaac	Gold Coast, W. Africa

## HIGH SCHOOL DEPARTMENT

## THIRD YEAR

Alexander, Walter	Charlotte, N. C.
Bailey, Floyd	Clinton, S. C.

Blakeney, Lewis	Jefferson, S. C.
Chance, Joe Ben.	Statesboro, Ga.
Crawford, Thomas	Lowell, N. C.
Fleming, Joseph	Morganton, N. C.
Floyd, Hernandez	Statesboro, Ga.
Graham, Chas.	Huntersville, N. C.
Grier, Thomas	Belmont, N. C.
Hackett, MacKenzie	Troup, Tex.
Hall, Peter A.	Birmingham, Ala.
Hall, B. A.	Burlington, N. C.
Hawthorne, Marion	Due West, S. C.
Hodge, Henry L.	Drakes Branch, Va.
Hollowell, Jas.	Statesville, N. C.
Hunter, Alfred	Durham, N. C.
James, Frank M.	Charlotte, N. C.
Johnstone, Jas.	Brevard, N. C.
Jones, Griffin	Danville, Va.
McCrorey, Dewitt	Chester, S. C.
McKoy, Jas.	Maxton, N. C.
Martin, Beauregard	Charlotte, N. C.
Martin, Carl	Charlotte, N. C.
Metz, F. P.	Edisto Island, S. C.
Pitchford, John	Jetersville, Va.
Plair, Isaiah	Rock Hill, S. C.
Russell, Mayhue	Charlotte, N. C.
Samuel, William	Rome, Ga.
Saunders, Louis	Adams Run, S. C.
Shooks, Quincy	Elko, S. C.
Thomas, Richard	Charlotte, N. C.
Torrence, Gustavious	Huntersville, N. C.
Watters, Robert	Birmingham, Ala.

## FOURTH YEAR

30

Belton, Jas.	Charlotte, N. C.
Bess, Hunter	Cherryville, N. C.
Blue, Sherwood H.	Carthage, N. C.
Bogle, Frank	Maryville, Tenn.
Cunningham, Spellman	Spartanburg, S. C.
DeLarge, Wendell	Wedgefield, S. C.
Dudley, Edward R., Jr.	Roanoke, Va.
Ellis, Eugene	Due West, S. C.
Franklin, Gilmer	Mt. Airy, N. C.
Gaston, Lorenzo	Wilson, N. C.
Haywood, Fletcher	Charlotte, N. C.

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Hoyle, Doras	Stanley, N. C.
Horne, Jas.	Rocky Mt., N. C.
Jones, Julian	Jonesboro, N. C.
Jordan, J. J.	Rock Hill, S. C.
Kelley, Peter	Georgetown, S. C.
Mack, Andrew	Georgetown, S. C.
Monroe, S. L.	Dorchester, Ga.
Morrison, Paul	Edisto Island, S. C.
Ramseur, Dewitt	Mooresville, N. C.
Ramseur, John	Mooresville, N. C.
Ray, Wilbur	Carthage, N. C.
Stockton, John	Statesville, N. C.
Sumner, Albert	Washington, D. C.
Thom, Christopher	Atlanta, Ga.
Thompkins, Homer	Amelia, Va.
Tldon, Ralph	Philadelphia, Pa.
Tribble, Isreal	Rockingham, N. C.
Williams, Wiley	Spartanburg, S. C.
Wilson, Carlton	Danville, Va.

AFFILIATED SCHOOLS

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## DANVILLE INDUSTRIAL HIGH SCHOOL, DANVILLE, VA.

FACULTY 1927-28

Rev. T. B. Hargrave, Superintendent

Fred D. Davis, Principal

Miss Hattie W. Henry	Mrs. L. E. Hannon
Mrs. Anna D. Gunn	Miss Durah C. Beavers
Mrs. Daisy L. Clark	Miss Franklyn Green
Mrs. Annie B. Claiborne	Total Enrollment 386.
Mrs. T. B. Hargrave	

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## BRAINERD INSTITUTE, CHESTER, S. C.

FACULTY 1927-28

John S. Marquis, A.M., President

Mrs. John S. Marquis, Principal

Miss Nettie M. Sharp	Miss Olive Speicher
Miss Myrtie Burdett	Miss Hester Magill
Prof. L. S. Brown	Miss Effie Crowell
Miss Alice P. Crowell	Miss Martha L. Smith
Miss Vera List	Prof. R. G. Torrence
Mrs. A. A. Adair	Total Enrollment 141.
Miss Edith E. Towne	

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## ALBION ACADEMY, FRANKLINTON. N. C.

FACULTY 1927-28

Dr. J. A. Savage, Principal

Mrs. J. A. Savage	Miss Mayme Williams
Mr. J. H. Carney	Miss Minnie Suggs
Miss Virginia L. Edmunds	Miss Dorothy Tolliver
Miss Allean M. Brooks	Miss Daisy Long
Miss Georgia M. Burks	Miss Cornelia T. Atwell
Mrs. Annie Campbell	Miss Willie Tyson
Mr. J. T. Turner	Miss Mamie B. Walker
Miss Martha V. Webster	Total enrollment 500

## SELDEN NORMAL &amp; INDUSTRIAL INSTITUTE, BRUNSWICK, GA.

Rev. S. Q. Mitchell, A.M., S.T.B., Principal

Prof. R. W. Thompson, Dean	Miss P. E. Atkinson
Mrs. H. A. Bleach, Asst. Principal	Miss C. G. McCoy
Miss J. A. Hall	Miss R. M. Nelson, Sec'y
Miss L. V. Carter	Mr. G. W. Baldwin
Miss M. Cassells	Total enrollment 135

## BOGGS ACADEMY, KEYSVILLE, GA.

Rev. J. L. Phelps, Principal

## FACULTY 1927-28

Prof. A. J. Wigfall	Miss P. L. Vann
Miss W. O. Chaptman	Miss O. J. Johnson
Miss M. P. Rucker	Mr. W. R. Gerideau
Mrs. M. R. Phelps	Enrollment 250.
Miss A. M. Jenkins	

## HARBISON AGRICULTURAL COLLEGE, IRMO, S. C.

Rev. Calvin M. Young, D.D., President

Prof. R. W. Boulware, Dean

Rev. John G. Porter	Mrs. A. P. Butler
Rev. D. T. Murray	Mrs. R. W. Boulware
Prof. A. P. Butler	Mrs. A. H. Reasoner, Matron
Prof. R. N. Toatley	Mrs. M. A. Foster, Matron
Rev. E. W. Allen	Miss Jennie E. Young, Sec'y
Prof. W. F. Snite	Enrollment 85.

## McCLELLAND ACADEMY, NEWNAN, GA.

F. Gregg, Principal

## MEMBERS OF THE FACULTY

Mr. F. Gregg	Miss Alene Grier
Mrs. F. Gregg	Miss Mary J. Sanders
Miss Leola Parker	Total enrollment 207.
Miss Sarah G. Smith	

## COULTER MEMORIAL ACADEMY, CHERAW, S. C.

Rev. G. W. Long, Principal

## MEMBERS OF THE FACULTY

Mrs. G. W. Long	Mr. Walter Manegult
Prof. B. H. Walker	Miss Mamie E. Spencer
Miss W. E. Gillespie	Mrs. Gladys Hanna
Miss Amanda Pruitt	Mr. Garritt Moore
Miss Nettie Day	Total enrollment 420.
Miss Naomah Williams	

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MARY POTTER MEMORIAL SCHOOL, OXFORD, N. C.

## FACULTY 1926-1927

Rev. G. C. Shaw, D.D., Principal

Miss M. E. Tucker	Mrs. G. C. Shaw
Miss D. E. Peace	Rev. W. G. Anderson
Prof. Richard Carroll, Jr.	Mrs. W. G. Anderson
Prof. S. Leroy Taylor	Mrs. J. R. Green
Mr. R. L. Smith	Prof. T. L. Hicks
Miss Silvia Coleman	Miss Cathren Winslow
Miss Lola Branch	Total enrollment 376.



## NUMERICAL SUMMARY OF STUDENTS

DIVISIONS	Year 1927-1928				Unclassified	Division Total	Graduates in Residence	Grand Totals
	I	II	III	IV				
High School Department.....			33	30		63		
College Department .....	125	47	41	32	5	250		
Total High School and College Enrollment.....	125	47	74	62	5	313		313
PROFESSIONAL SCHOOL								
Religion (Non-resident students)			2			2		
(Resident Students) .....		2	2	1		5		
Total Professional Enrollment....		2	4	1		7		7
Total High School, College and Professional Enrollment .....	125	49	78	63	5			320
Grand Total .....								320
Duplication .....								3
Net Total .....								317

GEOGRAPHICAL DISTRIBUTION OF STUDENTS FOR THE YEAR  
1927-1928

State	College	H. School	Religion	Total
Alabama	4	2		6
Arkansas	5			5
Dist. of Columbia	2	1		3
Florida	2			2
Georgia	14	5		19
Maryland		1		1
New Jersey	3	1		4
New York	2			2
North Carolina	147	30	4	181
Ohio	2			2
Oklahoma	1			1
Pennsylvania	3			3
South Carolina	46	16	3	65
Tennessee	3	1		4
Texas		1		1
Virginia	11	5		16
British Guiana	1			1
West Africa	1			1
Totals	247	63	7	317







